



Republic of the Philippines  
Department of Education  
**BUREAU OF SECONDARY EDUCATION**



# HANDBOOK

July 2008

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## **PREFACE**

In making the Handbook we were guided by several questions.

First, how can it help learners achieve the basic learning outcomes?

Second, what sound learning concepts, assumptions and principles shall be used to guide the approaches and practices that it endorses?

Third, what management structure would help achieve the learning outcomes?

Fourth, what form and style would make the materials easy to understand and apply by the users?

Answers to these questions are important because R.A. 9155 (Governance of Basic Education) makes the school responsible for the attainment of the learning outcomes.

We gratefully acknowledge the assistance of SEDIP Division and Schools in the development of the Handbook. We have listed their names in Appendix A. Their ideas, experiences and insights about learning management have enriched almost every page of the Handbook.

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## Introduction

In April 2000, UNESCO member countries, including the Philippines met in Dakar, Senegal to reaffirm the vision set out in the World Declaration on Education for All (EFA) in Jomtien, Pattaya City, Thailand (1990) on the right of every child, youth and adult to benefit from education that will meet their basic learning needs including the full development of the human personality. Such basic learning needs can be delivered by both the formal and the alternative learning systems.

The basic learning needs (BLNs) comprise both the essential learning tools (literacy, numeracy, oral and written expression and problem solving) and the basic learning content (knowledge, skills, values and attitudes) needed by people to be able to survive and develop their full capacities, live and work in dignity, participate fully in national development, improve the quality of their lives, make informed decisions and continue learning.

In February 2006, the Philippine National Action Plan to Achieve Education for All by 2015 was adopted as a holistic program for basic education reforms of the country. The Action Plan envisions that by 2015 every Filipino citizen is functionally literate.

But to what extent are the functional literacy competencies being mastered by our children today? Reports are not heartwarming. The 2003 Functional Literacy Education and Mass Media Survey (FLEMMS) showed that there are about nine million Filipinos, 10 through 64 years old, who are not functionally literate.

Despite a series of policy programs and reforms and huge investments in the basic education sector in the past decades, yet more than one million children of school age are not in school.

Research further shows that a typical group of 1,000 Grade 1 entrants eventually yield only 395 or 39.5% finishing high school, only 162 or 16.2% finishing elementary and high school in 10 years; and only 233 or 23.3% finishing elementary and high school, each taking up to 16 years to complete the 10-year basic education schooling cycle.

The Third International Mathematics and Science Survey (TIMSS), as well as the National Achievement Test (2003-2006) also disclosed that the basic learning competencies are not being mastered.

The irregular school attendance of students and the high dropout rate, as earlier mentioned, have militated against mastery of the competencies. More insights into the causes of the non-mastery of the competencies were provided by the Secondary Education Development and Improvement Project's (SEDIP) study on the implementation of the Basic Education Curriculum (DepEd Order No.35, series 2005). The study revealed that many of the current instructional practices neither enhance the mastery of the basic learning competencies nor facilitate the development of self-directed learning and creative problem solving: class management is predominantly teacher-controlled; instruction is authoritative and expository; lessons are mostly textbook based and subject matter centered; discipline is strongly external and assessment of learning is primarily for grading rather than improving learning. To top it all, learning is teacher-rather than learner-directed.

In this context, how then, can the nation achieve its vision of making every Filipino functionally literate by 2015?

This Handbook on the Learning Management Program (LMP) attempts to tell us how.

Section One presents the purpose, importance, specific objectives, underlying assumptions, guiding principles, unique features and components of the LMP, as well as the environment conducive to the development of self-directed learners.

Section Two describes in detail the first component of the LMP: the Student Learning Plan (SLP). It discusses the orientation process; preparation, implementation and monitoring of the SLP; and the remediation, reinforcement and reward system.

Section Three explains how the two other components of the LMP: the School Head Professional Development Plan (SH-PDP) and the Teacher Professional Development Plan (T-PDP) are prepared and operationalized to support the SLP, which is the centerpiece of the LMP.

Section Four discusses the LMP management system: its organizational structure and the roles, functions and responsibilities of the key stakeholders.

Section Five tells how school-based evaluation shall be conducted.

Most of the concepts, strategies, approaches and procedures in this Handbook had been derived from the experiences, practices, and insights of the SEDIP schools by a research team composed of SEDIP-SKM consultants and researchers.

The team was composed of Ms. Shirley Ison, Chief of Programs, SEDIP NPMO; Mr. Rey Macalindong, SKM-SEDIP Team Leader, Atty. Neil Villagonzalo, Division Implementation Adviser, PCI- SEDIP; Ms. Arsenia Gavero, National Consultant, SKM- SEDIP; Mr. Clement Rasul, National Consultant, SKM-SEDIP; Dr. Maria C. Aquino and Mr. Federico B. Ordinario, SKM Division Management Advisers who reviewed and edited the final copy; and Dr. Frank A. Trespecies, National Consultant for Policy Research and M&E, SKM-SEDIP who synthesized the results and wrote this Handbook.

SEDIP wishes to acknowledge the contributions of the following in making this Handbook possible: Dr. Lolita S. Andrada, SEDIP Project Director who conceptualized the LMP system; Dr. Alberto Mendoza, who wrote the seminal drafts; and Mr. Benedicto Lim who provided the logistics. Likewise, the project extends its gratitude to Ms. Dolores Duque and Mr. Wiliam Leguip who managed the printing, and Ms. Riezl Robles who encoded and proofread the manuscript.

Although the content and procedures of the handbook have been tested by long-standing usage and current experience, nevertheless, they have to be adapted to local conditions and upgraded continuously to meet the emerging needs of the users.

## **Acronyms and Abbreviations**

**AIP-** Annual Improvement Plan

**BEC-** Basic Education Curriculum

**DepEd-** Department of Education

**EASE-** Effective and Affordable Secondary Education

**KS-** Knowledge and Skills

**LMP-** Learning Management Program

**PTCA-** Parent-Teacher-Community Association

**SEDIP-** Secondary Education Development and Improvement Project

**SH-PDP-** School Head's Professional Development Plan

**SIP-** School Improvement Plan

**SLP-** Student Learning Plan

**T-PDP-** Teacher's Professional Development Plan

**UMKs-** Unmastered Knowledge and Skills

# 1

## THE LEARNING MANAGEMENT PROGRAM

This section presents what the Learning Management Program is about as experienced by field practitioners. Specifically, it explains the basic concepts, theoretical basis, goals and objectives, importance, special characteristics, underlying assumptions, and guiding principles, as well as the main components and the target groups of the program.

### What is a learning management program (LMP)?

The following ideas and perceptions obtained from interviews, focus group conversations, class observations, open forums, and reports of SEDIP field implementers provide essential information about and insights into the LMP:

1. ***One of the strategic schemes to achieve the objectives in the School Improvement Plan (SIP) on improved student achievement and participation rate.*** *When the students do not have the basic competencies particularly in such closed subjects as English and Math where content is logically sequenced, learning can be frustrating. LMP helps resolve the problem, thus contributing much to the achievement of the SIP goal. The program equips the learners with skills that enable them to cope with everyday learning problems even when they are already out of school. (Dr. Violeta Alocilja, Schools Division Superintendent, Division of Southern Leyte)*
2. ***A practical way of developing problem solvers.*** *It is helping learners to move up from a level of dependence to independence in solving learning problems which results in making them functionally literate, self-directed lifelong learners. (Ms. Estela Cariño, Assistant Schools Division Superintendent/OIC, Division of Ifugao)*
3. ***A learner-oriented instructional system that is sensitized to difference in learners' needs and abilities.*** *Fast learners who have already mastered the basic competencies are provided opportunities to reinforce and enrich what they have learned either teacher-guided or student-initiated activities. Slow learners, on the other hand, engage in remedial activities, which they themselves plan, implement and evaluate.*
4. ***A learning intervention that develops learners to manage their own learning.*** *Students, teachers and the school head determine and address their learning needs and track their own learning progress within a specified period. (Cucufate K Borres, Roberta Fallora and Didith Espina, Education Supervisors, Division of Southern Leyte)*



5. **A remedial learning system that trains students to be independent and self-directed learners.** *Using creative and critical problem - solving approaches, learners are trained to identify from test results the basic learning competencies they have not yet mastered and to initiate necessary action to master them with their teachers acting as guides and facilitators (Dr. Merriem Collado, Schools Division Superintendent, Division of Guimaras).*
6. **A mechanism that enables learners to become responsible for their own learning.** *A school-based learning mechanism that capacitates school heads, teachers, and students to assume responsibility for managing their own educational growth and development so that they can contribute collectively to the achievement of their SIP goals (Dr. Corazon Brown, Schools Division Superintendent, Division of Antique).*
7. **A school-managed learning strategy, wherein the responsibility to achieve the basic educational outcomes is shared by the stakeholders.** *The students undertake self-directed remedial action for unmastered basic competencies, the teachers facilitate the learning process, and the school head gives supervisory and administrative support to the teacher and the students (Dr. Arturo Bayucot, INSET Coordinator, Division of Zamboanga del Sur).*
8. **A mechanism for addressing the learning deficiencies of students.** *This is done through appropriate interventions collaboratively planned by the school head, teachers, parents, the student himself and other stakeholders (Sarah T. Apurillo, Asst. Schools Division Superintendent/Officer-In-Charge, Division of Biliran).*
9. **An instructional intervention that efficiently contributes to learner's mastery of the learning competencies.** *The learner's mastery of a particular subject is done through the collaborative efforts of the learners, the teachers and the school head. (Carmelo P. Bernadas, Education Supervisor in Science, Division of Biliran).*
10. **A tracking system by which each learner makes an on-going inventory of the basic competencies he needs to master and undertakes a well-thought out action plan to master them.** *The plan usually involves four types of learning modalities: self or individualized, peer-assisted, group-mediated, and teacher-directed. On the basis of the students' learning plans, the school head and the teachers prepare their own professional development plans to support the students' learning plans. The result is a collective effort that impacts significantly on student achievement, as well as, on the professional growth and development of the school head and the teachers. (Dr. Rudy Caberoy, School Head, Antique High School)*
11. **A program that motivates and helps learners to improve their capability to solve their learning problems and eventually become self-directed learners.** *The capability-building process is enhanced by a teacher, a capable peer, a coach, a guidance counselor, or a mentor who provides teaching assistance and a school head who provides administrative and supervisory support and direction. (Eleanor Cagara, Helen Mitra and Annaliza Reloba, Atty. Roque A. Marcos Memorial School, Division of Leyte ).*

12. **An approach which helps students master the knowledge and skills which they did not answer correctly in the unit mastery or periodical tests.** *The students identify their unmastered skills, prepare remedial action plans and implement them. If they need help, they can get it from their classmates, the school coaching pool, or from their teachers (A fourth year student, Sta. Teresa National High School, Division of Guimaras).*
13. **A program that prepares a student for college and for life.** *If he wants to be an engineer, that means he has to learn all the important knowledge and skills in Mathematics, Algebra, Geometry and Physics. LMP is a way of helping him tell which of the knowledge and skills he has not mastered and tells him what to do to master them. LMP teaches him how to plan, direct and control his learning activities to achieve his ambition. (A third year high school student, Agusan del Sur)*

### **In a nutshell, what then is the LMP?**

It is a school-based program aimed to develop functionally literate, self-directed lifelong learners.

It has the following salient features:

- Students, teachers, school head, family and community share the responsibility for achieving the desired learning outcomes.
- Students undertake self-initiated learning plans for mastery of the basic competencies with the teacher as guide and facilitator. Other capable persons also provide their expert assistance (guidance counselor, librarian, peers, family members, etc.)
- School head and teachers support the student learning plans through their professional career and development plans. The plans are so designed that they contribute directly to the achievement of the SIP goal on basic literacy.
- Students elevate progressively their capability for independent problem solving through collaborative, interactive and integrative learning processes.
- Fast learners engage in varied activities to reinforce, enrich, and expand the knowledge and skills they have mastered, while slow learners are helped to undertake remedial activities to overcome their learning deficiencies.

LMP is much more than identifying and removing learning gaps. It is also a means by which teachers and students collaborate to discover new knowledge by reshaping, modifying, and reconstructing previous knowledge and experiences. Learning as change is enhanced as the beliefs and values of the students and the teacher are challenged in various problem situations. LMP in effect makes the school continuously responsive to the challenges and opportunities of its changing environment and reinforces the competencies of students to be self-directed problem solvers and lifelong learners.

But why is LMP a management program? What is being managed? In LMP, the learning process is managed cooperatively, i.e., planned, organized, directed and controlled by the stakeholders themselves to produce their desired learning outcomes.

### **What are the goals and objectives of the LMP?**

Its ultimate goal is to produce children, youths, and adults who are functionally literate, that is, citizens who possess the basic literacy tools (communicative, numeracy and problem-solving) as well as the basic literacy content (knowledge, skills, values and attitudes) which are requisites for effective democratic citizenship.

Its specific and immediate objective is learner's mastery of the basic learning competencies in Filipino, English, Science, Math, and Makabayan as envisioned in the SIP.

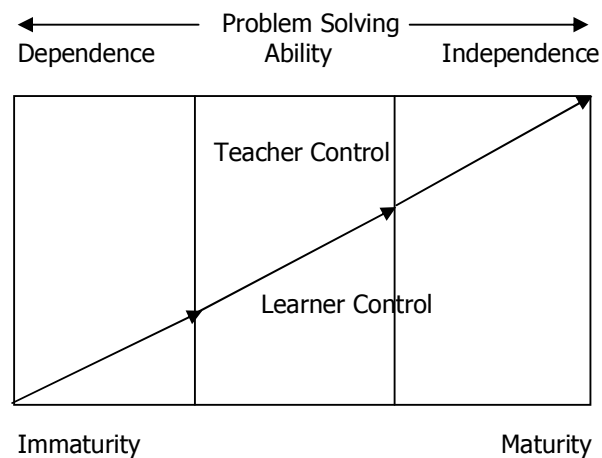
Thus, LMP aims to help the Philippine Education for All (EFA) National Action Plan achieve its goal of making every Filipino functionally literate by 2015.

### **Why is the LMP important?**

1. School-based management can sustain and continuously improve itself if there is in place a mechanism that supports self-directed learning.
2. The rapid expansion of knowledge brought about by science and technology, the continuous increase in the number of teachers, and the growing scarcity of resources, make it difficult for conventional in-service training programs to cope with the various learning needs and concerns of school heads and teachers. There is a need, therefore, for an alternative that will enable the school head and the teachers to assume responsibility for their continuing professional development. LMP is a viable alternative.
3. Self-directed learning is enhanced if the learner is adequately equipped with requisite skills for creative and critical problem solving. It is, therefore, imperative that learners master fully the competencies for every subject.
4. The development of self-directed learners is facilitated in an environment that encourages originality, reflective thinking, self-reliance and diligence.
5. There will always be discrepancies between desired and actual learning performance hence, remediation should always be a part of the teaching-learning process.
6. Many students have not yet reached that development level when they can do independent problem solving. LMP can help them reach this level.

Self-reliant learners are not produced overnight. Their development is gradual and a complex interplay of several personal, family and school factors. However, the development process can be hastened by an appropriate educational program.

The following chart shows how this development is facilitated.



**Figure1: Relationship between Teacher and Learner Control and the Ability to Solve Problems.**

The learners' development level is indicated by their ability to solve problems. (Lev Vygotsky, 1938) The greater their dependency on other people for help, the lower is their development level; the lesser their dependence on external help, the higher is their development level.

Teachers should give more and direct assistance to students on the lower development level, collaborative assistance to those on the middle, and nondirective assistance to those on the high level. Teachers should locate the actual learners' development level and help them move up to their proximal potential development level. (*Appendix B is a scale that attempts to measure development level in solving learning problems*)

### **What type of assistance may be given to learners at different development levels?**

- Directive Assistance. This is given by the teacher or a capable peer to a learner who has not yet developed the basic problem - solving skills. The teacher, in a face-to-face situation, demonstrates how to prepare an inventory of unmastered skills, conduct error analysis, and make a self-learning plan. Decisions on how the learning problem shall be solved are made by the teacher. On this level, however, the teacher starts equipping the learner with the basic problem-solving skills so that he can move gradually from his actual to his potential level of development.
- Collaborative Assistance. On this level, the learner has already acquired the basic problem - solving skills: making the inventory of unmastered skills, analyzing the causes of the errors, preparing the Self-Learning Plan, and implementing the plan. He already demonstrates diligence in implementing the SLP. On this level, the teacher actively involves the learner in all problem-solving and decisionmaking activities.

- Nondirective Assistance. On this level the learner can already demonstrate the basic problem-solving skills and the diligence to use the SLP. He can solve his learning problems on his own and may seek external assistance only occasionally. The learner has become an independent decisionmaker and problem solver.

Many learners have become independent problem solvers even before completing the elementary school; others reach this level in the secondary school; some never reach the level at all. The challenge is for the teacher to locate the actual level of development of the learners, then help them move up gradually to their potential level. Then as the learners become more and more independent, the teacher should progressively decrease direct assistance and control so that by the time the learners graduate, they are already independent self-reliant problem solvers.

### **What are the special characteristics of LMP?**

1. ***A hands-on-tracking system.*** The program provides the learners a practical procedure for tracking down their unmastered competencies and for taking appropriate remedial action.
2. ***SIP - focused.*** The SIP is a working covenant of the school head, teachers, students, parents and the community, on what the school is expected to accomplish during a target period. A primary objective of the SIP is improved quality education, which is essentially making every learner functionally literate. Toward this end, the Student Self-Learning Plan, the Teachers' and the School Head's Professional Development Plans, are focused.
3. ***A mastery learning strategy.*** LMP is a must in such closed subjects as Mathematics, Physics, and English where competencies have to be learned in sequential order. Self-confidence is strengthened and learning is efficient when one has mastery of the skills he is using. Conventional practice which is predominantly subject matter-centered, often ends the teaching process once the subject matter is covered and the time allotment is met even if learning mastery is say, only 50 percent. And that is the defect of current practice: it measures learning by the number of units or chapters covered and not by what students have mastered. As a result, students shift and drift from one lesson to another leaving behind a trail of unmastered competencies. SLP seeks to address these unmastered competencies.
4. ***A confidence - building tool.*** The prevailing assessment practice of comparing one's performance with that of others' or not allowing learners to score their own test papers, does not foster the development of self-reflective, self-managed learners. The practice encourages self-distrust and robs students of their self-respect. LMP trains learners to be in control of their educational development.

## What basic assumptions about learning support the LMP?

### 1. The Learner

- The responsibility of learning should reside increasingly with the learner (Von Glaserfeld, 1989). Learners construct their own understanding, reflect what they read, look for meaning and will try to find regularity and order in events of the world even in the absence of full or complete information.
- Sustaining motivation to learn is strongly dependent on one's confidence for learning. This confidence, for example, to solve new problems is derived from first-hand experience of mastery of problems in the past and is much more powerful than any external acknowledgment and motivation. This links up with Vygotsky's *Zone of Proximal Development* where learners are challenged within close proximity to, yet slightly above their current level of development (Vygotsky, 1978). By experiencing successful completion of challenging tasks, learners gain confidence.
- The primary task of the school is to develop the learners' capacity to process information and to use the information to create new products of value to the culture (Howard Gardner, 1991).

### 2. The Learning Process

- Every learner is unique: the complexity of the felt needs of the individual has to be satisfied; the multi-dimensional potentials have to be self-actualized (Wertsch, 1997).
- The social interaction with knowledgeable members of society is necessary for the learner to acquire and utilize the social meaning of the symbol systems of the culture (language, logic, mathematics, arts, etc.). The learning process therefore, should take into account the background and culture of the learner inasmuch as they help to shape the knowledge and truth that the learner creates, discovers, and attains in the learning process. Children develop their thinking abilities by interacting with other children, adults and the physical world (Wertsch, 1997).
- Learning should be authentic, situated, or contextualized, wherein the learner is enculturated into real-life practices through activity and social interaction in a way similar to that in craft apprenticeship. The world is the classroom. Learning should be about living in the world.
- Assessment of learning should be a two-way process involving interaction between teacher and learner. The role of the assessor becomes one of entering into dialogue with the persons being assessed to find out their current level of performance on any task and sharing with them how

performance can be improved on a subsequent occasion. Grant Wiggins (1993) advocates authentic assessment: putting the learners in real-life situations where they can demonstrate application of the newly acquired competencies, the way the competencies are used in real life.

- Knowledge should be discovered as an integrated whole (McMahon 1997; DiVesta 1987). The world in which the learners operate does not approach them in the form of different subjects, but as a complex myriad of facts, problems, dimensions and perceptions. The goal of the learner is critical in considering what is to be learned.
- Knowledge, skills and prior experiences, which come from an individual's general knowledge, create foundation of scaffolding for potential development.
- Learning is essentially a problem-solving, self-inquiry, self-discovery process. Problem solving whether creative or analytic demands mastery of the basic functional literacy skills in communication arts, mathematics, science, and the social and vocational-technical arts.
- Learning is change that results from one's experiences. It is relatively permanent. The change is brought about by a process of registration, rehearsal, storage and retrieval. What is not recalled or retrieved is not learned; hence, the need for mastery learning.

### 3. The Learning Content

- Insight occurs when one grasps the meaning of the total situation. Thus lessons should be presented as integrated wholes and not as fragmented subjects or bits of knowledge to be reproduced in examination papers.
- Values and attitudes drive, regulate, control, and shape learning behavior. It takes time and effort to learn them and even much more time and effort to unlearn them.

### 4. Teachers' Role

- Teachers have to adapt to the role of facilitators of the learning process: helping the learners get to their own understanding of the content; providing the guidelines and creating the environment for learners to arrive at their own conclusions; engaging learners in dialogue rather than giving a monologue; and steering the learning experiences to where the learners want to create value.

### 5. The Learning Environment

- The learning environment should be structured to support and challenge the learner's thinking. While LMP advocates to give the learner ownership of the problem and solution process it is not the case that any activity or any

solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved if the teacher assumes multiple roles: consultant, coach, guide, process helper, resource linker, and above all, instructional leader.

### **What are the essential components of the LMP?**

1. A Student Learning Plan initiated by the learner to address unmastered basic learning competencies.
2. A Professional Development Plan prepared by the teacher to upgrade instructional skills, enhance professional and career growth and support the SLPs.
3. A Professional Development Plan prepared by the school head to upgrade administrative and instructional leadership skills, enhance professional and career development and support the teachers' PDPs.
4. A Management System that plans, directs, implements, and controls the quality of the outputs and outcomes of the program. The management system includes a competency - tracking component that keeps learners informed about their learning progress and alerts them to remaining unmastered competencies.

### **What learning theory guides the LMP?**

The Basic Education Curriculum (Department Order No.35, s. 2002) is guided by the constructivist learning theory. Hence, the LMP, which is a support program to the BEC is constructivist in its concept of the nature of the learner, learning process, assessment of learning and role of the teacher.

The theory has been influenced by Immanuel Kant, John Dewey, Jean Piaget, Lev Vygotsky, Jerome Bruner and Jean-Jacques Rousseau, among others.

#### *The Constructivist Learning Theory*

Individuals construct new knowledge or new meanings from their experiences. The construction process is done through *accommodation* and *assimilation*.

Through assimilation, individuals incorporate their new experience into an already existing framework without changing the framework. This may occur when the individuals' experiences agree or are aligned with their internal representations or view of the world, but may also occur as a failure to change a faulty understanding. For example, individuals may not notice events, may misunderstand input from others, or may decide that an event is a chance happening, and is therefore unimportant as an information about the world. In contrast, when the experiences of the individuals contradict their internal representations, they may change their perception of the experiences to fit their internal representations.



Through accommodation on the other hand, individuals reframe their mental representations of the external world to fit new experiences. Accommodation can be understood as a mechanism by which failure leads to learning: we act on the expectation that the world operates in a certain way. Our expectation often fails. By accommodating this new experience and by reframing our model of the way the world works, we learn from our failure (or other's failure).

Constructivism suggests that it is the learners who construct knowledge; the teacher can only facilitate the construction process.

Constructivism is often associated with pedagogical approaches that promote active, interactive, collaborative, integrative, self-managed and independent learning. These are the learning approaches needed to survive and develop in a fast - moving technological world.

### **Who are the target groups of the LMP?**

1. The primary beneficiaries are the students. The program is directed toward increasing their competencies for mastery learning.
2. The secondary beneficiaries are the school head and the teachers themselves who must promote their own professional growth so that they can provide assistance to students for them to achieve their SLP objectives.

### **How does LMP define quality education? What is an educated Filipino?**

The 1991 Congressional Education Commission (EDCOM) defines an educated Filipino as someone:

- who respects human rights;
- whose personal discipline is guided by spiritual and human values;
- who can think critically and creatively;
- who can exercise responsibly his rights and duties as a citizen;
- whose mind is informed by science and reason; and
- whose nationalism is based on knowledge of his nation's history and culture.

LMP regards an educated Filipino as someone who is functionally literate. One is functionally literate if he has mastery of the basic and functional competencies and uses them for the development of his potentials as a person so that he can be a useful member of the local and the global community.

### **Summing up**

The LMP can be of value to a school in many ways:

- as a remedial program, it ensures learning mastery;
- as a self-initiated individualized in-service training, it continuously upgrades the professional competencies of the staff;
- as a learning management strategy, it shares the responsibility for learning outcomes with the various stakeholders of the school;
- based on a learning theory that is highly relevant and responsive to the educational needs and opportunities of today's world, it enables the school to get community support;
- aimed at functional literacy, it ensures successful entry of graduates to college or to the world of work; and
- SIP-guided, it helps the school achieve its goal.

## 2

# THE LEARNING MANAGEMENT PROGRAM IN ACTION

The preceding section describes what the LMP is all about. As mentioned earlier the LMP has four major components: The Teacher Professional Development Plan (TPDP), the School Head Professional Development Plan (SHPDP), the Management System and the Student Learning Plan (SLP).

This section gives a detailed explanation of the SLP and how it is operationalized in the school. Specifically, it discusses the: orientation process; preparation, implementation and monitoring of the SLP; reinforcement and the reward system; and management mechanism.

### **What is the Student Learning Plan (SLP)?**

The SLP is a proposal prepared by the student himself to gain mastery of the knowledge or skills which he failed to answer correctly in previous achievement tests. The tests may be periodical, unit mastery, or Division achievement tests which the school has decided to use as basis of the SLP. In deciding which test to use, the decisionmaker should see to it that the test covers the basic competencies of the subject to be assessed.

The specific objective of the SLP is to enable students to master the basic learning competencies through their own self-initiated and self-directed action, with the guidance of their teacher. Its long-term goal is to make every learner a functionally literate, lifelong learner.

At hand to facilitate the learning management process is the teacher who inspires, directs, counsels, coaches and guides the learner.

### **What are the underlying assumptions of the SLP?**

1. If students master the basic functional literacy competencies, then they would be able to cope with and profit from technological advances even if they would no longer be in school.
2. If students are provided adequate hands-on training in making, implementing and evaluating their self-learning plan, then they would be able to master the basic literacy competencies.
3. Insufficient learning materials, limited time on tasks, crowded classrooms, individual differences, teacher's inadequacies– all these may prevent mastery of the lessons, hence, the necessity for remedial teaching.

4. If criterion-referenced evaluation would be used instead of norm-referenced evaluation, then student mastery of the basic competencies would be enhanced. The former challenges the learner to compete with oneself; the latter, with other people. The former makes learning enjoyable; the latter, makes learning stressful.
5. If decisions regarding SLP implementation are made by the school itself, that is, whether it will be staggered or simultaneous across all year levels; in all subjects, or in selected subjects; or whether it will be on a pilot or experimental basis; then, the program would have a higher probability of success.
6. Learners are on different levels in ability to solve learning problems. Teachers should determine learners' actual level of development and raise it gradually to their proximal zone of potential development.
7. The development of independent learners would be hastened if learners are provided opportunities to solve true-to-life problems.

### **What is a self-directed learner?**

One who can-

- formulate clear educational goals to which he can persistently focus his learning efforts;
- identify learning needs;
- initiate practical and well-planned action to meet learning needs;
- devise and carry out a creative solution to a learning problem;
- monitor and evaluate learning progress; and
- continuously learn in order to be abreast of new developments in one's field of interest.

To perform the tasks mentioned above, the learner must be adequately equipped with the requisite knowledge, skills and attitude of a creative, critical, and independent problem solver. This is the function of the SLP: to provide hands-on training and experience to learners on how to identify and address their learning needs and resolve their learning problems.

### **Why is SLP a self-learning plan?**

First, the SLP trains learners not to be dependent on the teachers and to assume more and more responsibility for their own learning. After all, no one can learn for another. Learning is a self-activity. Conventional learning programs make the teacher accountable and responsible for students' learning; SLP makes the learner share much of the responsibility.

Second, the SLP is a remedial plan that is prepared, executed, monitored and evaluated by the learner himself. The initiative springs from the students' own drive for self-mastery, which empowers him to be imaginative, resourceful, and goal-directed. The teacher is there to facilitate the learning process through continuous decisionmaking dialogues with the learners.

Supporting the learner is the teacher or the peer coach who helps the learner discover new meanings, deeper insights, better approaches, and improved attitudes. In this way the learning process becomes an exciting collaborative adventure for both teacher and learner.

### **What conditions enhance the growth and development of self-directed learners?**

As mentioned earlier, self-directed learners do not develop overnight. Their investigative skills, study habits, personal discipline, insatiable curiosity and love of learning are results of a long, gradual development process that starts from the family. The development can be accelerated by:

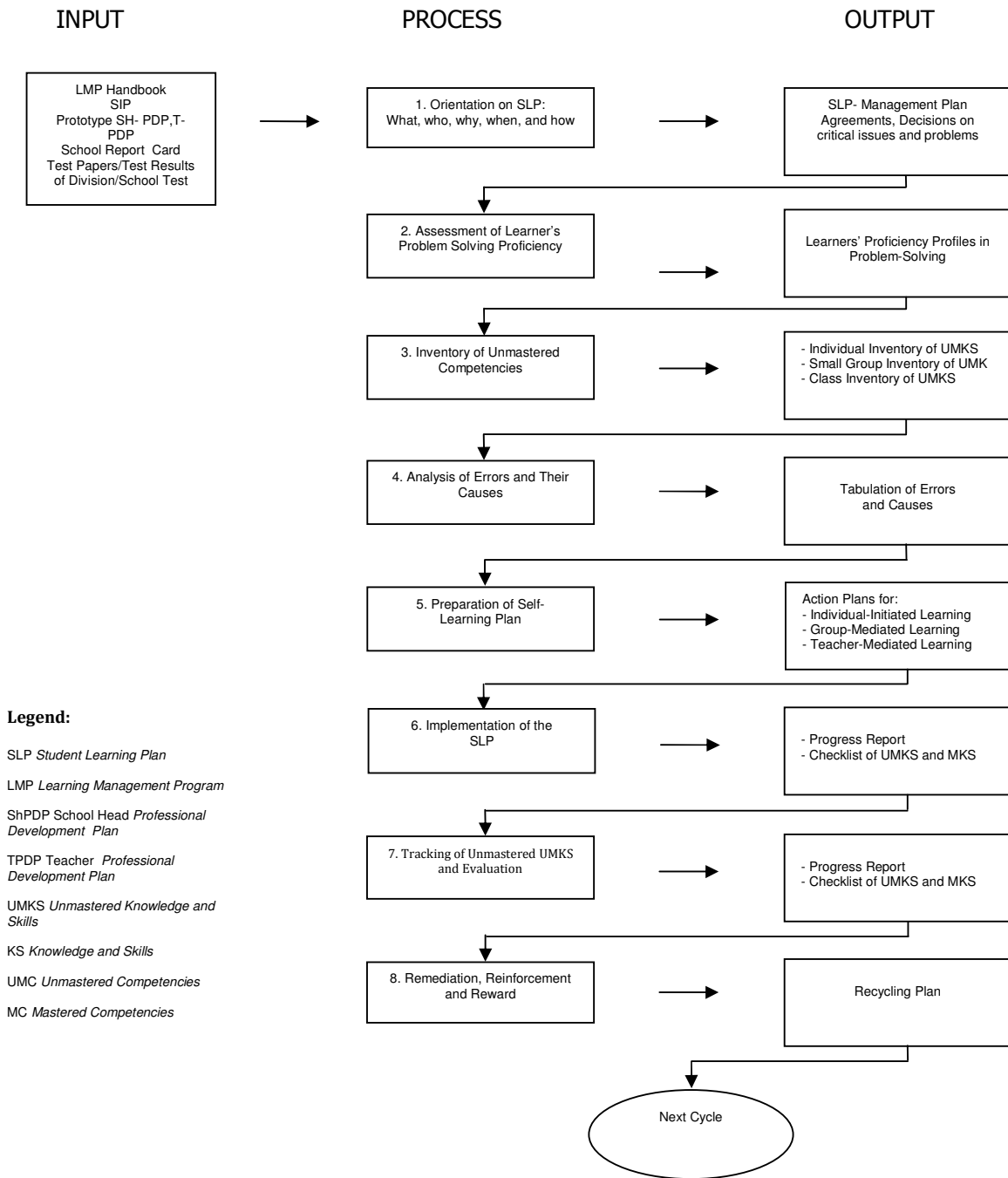
- a school environment that encourages originality and resourcefulness;
- teaching styles that actualize students' multiple intelligences;
- lessons that address true-to-life problems;
- disciplinary methods that foster self rather than external control;
- teachers who are friendly and caring;
- school leadership that inspires teamwork; and
- a reward system that exalts excellence



**“Education is a progressive  
discovery of our own ignorance.”**

*Will Durant*  
*US Historian (1885-1981)*

**What general steps shall be used in implementing the SLP? These are indicated in the following chart:**



**Figure2: Flow Chart for SLP Implementation**

### The Inputs

The first stage in implementing the SLP is the orientation of the school on the School LMP.

What inputs does the orientation require? There are at least five: (1) the Handbook for the Learning Management Program; (2) prototypes of the SH-PDP, T-PDP, the SLP; (3) students' test papers in the subject to be covered by the SLP; (4) students SLP notebook/SLP sheets (*Appendix C*); and (5) advocacy materials (leaflets, flyers, monographs).

### The SLP Process

The process has six major phases:

- 1) Advocacy and Orientation
- 2) The Assessment of the Learner's Problem-Solving Proficiency
- 3) Inventory of Unmastered Knowledge and Skills
- 4) The Analysis of Errors and Their Causes
- 5) Preparation of the Student's Self-Learning Plan
- 6) Implementation of the Student's Self-Learning Plan
- 7) Tracking of Unmastered Knowledge and Skills and Evaluation
- 8) Remediation, Reinforcement and Reward System

#### **1. Advocacy and the Orientation Phase**

The orientation of the school on the SLP shall be conducted by the school head himself with the assistance of the Student Council and the PTCA while the orientation of each class shall be conducted by the subject teacher.

The orientation aims to inform the staff, student groups, and the PTCA about the LMP, and to get their full support of the program.

The orientation strategies can use any or several of the following modes: seminar workshop, open forum, focus group conversation, panel discussion, consultative session, visits to successful LMP schools, and presentation of testimonies of successful LMP practitioners.

The expected outputs of the orientation are the (1) agreements and decisions on anticipated problems and issues related to LMP adoption, adaptation and implementation and (2) the school's LMP implementation plan. The following problems and issues shall be resolved during the orientation.

a. Implementation Issues

- Should the SLP be implemented simultaneously across all school levels (first through fourth year) in all subjects or should it be staggered by year level and by subject?
- How about students who cannot read their textbooks nor express their thoughts in writing, should they be included in the program? What remedial help can be provided to get them ready for the program?
- What practical criteria shall be used for selecting SLP learners?
- Should implementation be selective or limited only to those who meet the criteria? or should it be voluntary, depending on the readiness of the individual, the class and the teacher? If the school is not yet ready, what must be done to develop its capability to profit from the program?

b. Administrative Issues

- Which test results should be used for the inventory of unmastered competencies, the division, school periodical, or the unit mastery tests? What factors should be considered in selecting which test to use?
- Should the school adopt a uniform SLP format or should classes or departments develop their own? What are the essential elements of the student self-learning plan?
- Is there a need to pilot the SLP? If it is to be piloted, has the school the necessary expertise and resources for a pilot study?
- As a learner-centered program, the SLP should involve students. Is there a need for student committees to coordinate the program?
- What shall be the roles of the Student Council, the PTCA, the School Advisory Council, the guidance counselor, the librarian, the head teachers and the department heads?

c. Quality Control Issues

- Students are on different levels of achievement and commitment to their studies. Does the school have the proper instrument to measure those levels? If it doesn't, has it the capacity to develop the instrument?
- What criteria shall be used to assess SLP progress and effectiveness?
- When should the inventory of unmastered competencies be made, immediately after each grading period, at the end of the semester or at the end of the school year?



- Who should control the quality of the SLP? Should there be a quality assurance group? Who will compose the group?
- Which type of evaluation is appropriate for SLP? student-initiated? teacher-mediated? or both?

d. Rewards and Incentives Issues

- What type of incentive is conducive to the development of self-directed learners, extrinsic or intrinsic? or both? Which type is appropriate for beginning learners? independent learners?
- What disincentives may be used to increase SLP participation and performance?
- What incentives may be given to the support components like the pool of coaches and mentors, student coaches, etc.

Have the agreements printed in a pamphlet and provide copies to those concerned. The agreements shall be the basis of the school LMP. The year level or subjects the LMP shall be implemented, the format of the self-learning plan, the quality control mechanisms, the incentive system, and the scheme to make LMP grow so that it will meet the emerging demands of the learners, are decisions that the school itself must make.

Very crucial in making the decisions, is the participation of the students themselves; after all they are the primary subjects and objects of the LMP.

It is during the orientation stage that the roles of the school head, the subject teachers, the Student Council, the LMP Council and the PTCA in LMP implementation are agreed upon and defined.

The school head should see to it that, regardless whether LMP implementation is total or staggered, every learner shall have experienced LMP meaningfully and helped him become a self-directed learner before he graduates.

## **2. The Assessment of the Learner's Problem - Solving Proficiency**

It is important for the teacher who facilitates the implementation of the Student Learning Plan (SLP) to know the learning proficiency of each student. The information will tell the kind and amount of assistance to give to the student.

It is also important for the student who owns the SLP to be fully aware of his own learning proficiencies and deficiencies.

For the purpose, the SLP Proficiency Scale shall be used. (*Appendix B*). This tool helps a learner evaluate his/her ability to communicate (Part I), make a learning plan (Part II), and to assess his/her attitudes toward the SLP (Part III).

The learner's responses can also help the teacher in facilitating the implementation of the SLP as well as in getting deeper understanding of the learner's needs and problems.

The scale's output is a profile of the strengths which have to be reinforced and deficiencies which have to be overcome by the learner.

The scale is an adaptation of the scales which some field practitioners have attempted to develop. Its continuous improvement by LMP practitioners is encouraged.

### **3. The Inventory of Unmastered Knowledge and Skills (UMKS)**

The Inventory is a list of knowledge and skills that a student has failed to master as revealed by the results of his previous tests. It is prepared by the learner himself with the teacher as guide. What are the steps in preparing the Inventory?

Step 1. If no school agreement has been made as to which test results shall be used for the SLP, then the class makes the choice. The advantages and disadvantages of each test as basis of the inventory should be adequately discussed. It is necessary that test papers are available for error frequency and cause analysis.

Step 2. Let the students copy or list the test items they failed to answer (UMKS) in their SLP notebook/sheet.

Step 3. Let the class obtain the frequency of errors by test item. This can be done by a show of hands or by letting a committee do the tabulation of errors. The tabulation shall reveal the items unmastered by-

- the majority of the class;
- small groups of students ; and
- individual students .

Step 4. Let the learners group the UMKS that belong together. For example, those related to the four fundamental mathematical operations may be grouped as one; those related to linear measures, as another, etc. A group of highly related knowledge and skills represents a competency. (A competency is composed of related knowledge, skills and attitudes).

Step 5. Present on a wall chart the list of unmastered knowledge and skills (UMKS) of the majority of the class and the small groups, for monitoring purposes.

Those KS that are missed only by individual learners are recorded in the individual's SLP notebook/sheet which go into the learner's individual portfolio.

Step 6. Let the learners prioritize the UMKS. This means arranging them from the simple to the complex or from the easiest to the hardest. Easy KS are those that are missed by only a few students; the hardest are those missed

by many. Or the UMKS may be arranged from the most to the least important to the learner himself.

#### 4. The Analysis of Errors and Their Causes

Let the learners analyze the causes of the errors. This means reviewing how a wrong answer was obtained. Is it in the omission of some steps? in non-mastery of the logical sequence of the steps? in not understanding some terms in the formula? The cause analysis shall be done by the owners of the unmastered KS.

#### 5. The Preparation of the Student Learning Plan (SLP)

As explained earlier, the SLP is what a student proposes to do in order to gain mastery of the UMKS. The proposal is put down in a written form: it can be a template, a chart or a table, or an agreed upon format. *(Please see Appendix C for a sample SLP form)*

The preparation of the SLP is a rich opportunity for the teacher, the students, or groups of students to do interactive reshaping or restructuring, of their current ideas, values, and practices as they search for innovative solutions to learning problems.

The following steps have been observed to be commonly used in making the SLP:

A page in the SLP notebook or a sheet of paper is divided into five columns. In the first column, the student writes the UMKS.

In the second, he writes the means to be used to master the KS. If he plans to learn the UMKS on his own effort, then he can write in this column such entries as "doing individual library research, surfing the internet, getting the help of an elder brother, or consulting classmates who answered the test items correctly".

If his UMKS is common to a group, then he might join the scheduled sessions of the group. If the school has a functional pool of student coaches and mentors, then he can include in this column a request for a coach from the student pool. If his UMKS is a common class deficiency then he can join the remedial sessions his teacher may provide. Thus, the SLP provides varied opportunities to learn how to be a resourceful problem solver.

In the third column he may write a list of the learning materials he might use: for example, EASE Modules No. 30-34, or Chapter 2 of the Mathematics textbook, or references in the internet.

Below are some of the resources that the school can set up to meet the SLP need for administrative and supervisory support:

- a) *The EASE Modules as support materials to the SLP.* The owner of the self-learning plan needs resource materials to address learning deficiencies. The EASE modules have been designed and developed for this purpose. Based on the essential learning competencies, EASE consists of five sets of modules, one set for each subject (Filipino, English, Science, Math and

Araling Panlipunan) by year level. The modules use friendly language and procedures that encourage independent, self-directed learning. The lessons are numbered and arranged logically to make it easy for the users to identify a particular module. The modules can also be used for learners who-

- because of irregular attendance have to catch up with their regular class;
  - learn fast and therefore would want advance lessons;
  - cannot keep pace with his class and need more time;
  - are on school leave and have to be on the EASE distance learning program; and
  - want to review the essential competencies in previous lessons.
- b) *A coaching and mentoring pool.* This is a group of bright student volunteers organized by the school to coach learners who lag in academic performance, and to mentor promising advanced learners. Most of the coaches and mentors come from the junior and senior classes. The names of the student volunteers, their class section, and coaching schedule together with the type of assistance they can offer are made public on school bulletin boards. Students who need their services can just fill in a request form at the coaching center. The pool may be run by the student government with the school guidance counselor as adviser.
- c) *Simplified lessons for difficult learning competencies.* These competencies are the concepts, skills and processes that always get the highest frequency of errors in student examinations. They are so complex that students do not learn them easily. Their complexity is further compounded when a foreign language is used as learning medium. This is true in Science, Mathematics and English. To address the problem, some schools use simplified modularized materials to teach these difficult competencies: they break up the subject matter into small easily-learned chunks and present them in a module of five to ten pages using simple steps and non-technical language. The modules are also made available through compact discs (CDs) which are portable and attractive to the learners. The EASE modules are examples of such simplified lessons.
- d) *Dyads, triads, quadruplets, etc.* Students with the same UMKS may form quality circles to address a common problem. The teacher can also use this approach to teach cooperative learning, wherein the group assumes total responsibility to help every member achieve a learning objective.
- e) *Benchmarking.* Here, the best or most successful self-learning practices are identified by the class and adapted to improve their less successful practices. (For more information please refer to the SEDIP Handbook for Best Practices, 2006.)

In the fourth column, the learner may write the evidence or indicators that will tell him that indeed he has mastered the knowledge and skills. For example, such indicators may be: can demonstrate the procedure to my teacher; can perform the steps thrice without mistake.

In the fifth column, he may put the time or date he expects to master the KS.

The teacher may let the class or even the individual students choose the format of their SLP that is most useful to them. What is important is that the learning discrepancies are addressed through the resourcefulness of the learners themselves.

The output of this fifth phase of the SLP process is a self-learning plan of, for, and by the learner.

The individual Student Learning Plan stays with the student. The group learning plan and the class learning plan are displayed as wall charts to keep learners continually aware of their progress. Copies of the group plans may be provided to the school head, the guidance counselor, and the librarian upon request, as reference in preparing their own individual Professional Development Plan. The three plans are indicators that the class is now ready for the next step of the LMP process.

Before implementation, the learners may evaluate their plan with the following questions as guide:

- Are the unmastered competencies clearly stated?
- Are the procedures in the SLP specific?
- Are EASE modules and other materials available?
- Is the learning period long enough to master the competencies?
- Will the mastery indicators tell that competencies have been mastered?
- Are the learners determined to achieve their objectives?

If the answer to the six questions is *yes*, then the learner is ready to implement his plan.

## **6. The Implementation of the Student Learning Plan**

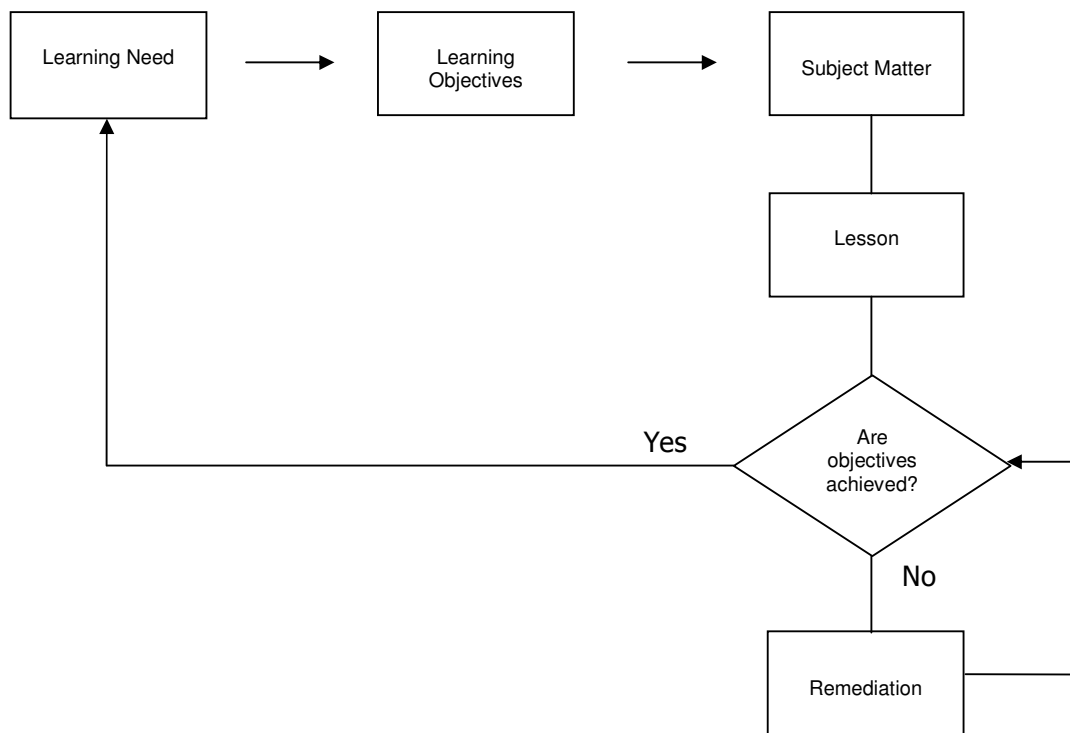
SEDIP schools and classes vary in implementing the SLP but their thrust and direction are the same: mastery of the basic competencies through self-directed study. The following are common implementation practices:

- Assigning each Friday of the week as SLP day: students from various classes share their SLP progress, discuss issues and problems and propose solutions
- Scheduling remedial classes for least mastered competencies after class hours or on weekends
- Having two pools of trained volunteer coaches and mentors, one for students learning remediation and another for teachers' professional development

- Scheduling the first week after a periodical examination, as an LMP remedial period
- Retesting, after each remediation period, to track and attack remaining unmastered knowledge and skills
- Assigning the recruitment and training of student volunteer coaches and mentors to the student government
- Periodic progress reporting on SLP, at least once every month.
- Cooperative management of the coaching and mentoring pool by students and teachers
- Recruiting volunteers from the PTCA and the community as coaches and mentors of SLP learners. Community volunteers (mostly college extension workers) conduct remedial sessions on weekends
- Mentoring of teachers for higher administrative responsibilities and coaching those with teaching deficiencies
- Using prototype SLPs collaboratively designed by students and their teachers and improving the SLP prototype at the end of the year
- Giving intensive direct guidance to learners during the inception period of the SLP, collaborative guidance during the incubation period and nondirective guidance during the normative period when desired procedures and processes start following SLP norms and standards.
- Using the SIP learning goals as guide in constructing the periodic tests upon which the LMP and the SLPs inventories are based.

**Is the student learning plan an additional work to both the student and the teacher?**

The Student Learning Plan is not an addition to the learning process; it is an essential part of it. Conventional practice which is predominantly subject-matter rather than outcome-oriented often ends the instructional process once subject matter and the time allotment are covered – even if the learning is only 50-60% of the target. Learning progress is measured by the number of units covered in each grading period and not by learning outcomes. And this is where SLP comes in; it takes back the learning process to its objective: mastery learning. The following chart shows that remediation is an essential logical component of the learning cycle.

**Figure3: The Learning Cycle**

## 7. Tracking the UMKS

Implementation, monitoring, and formative or process evaluation always go together. To monitor or track the UMKS, the following practices have been observed to be common in Science, Mathematics and English classes in SEDIP schools.

- a) A class inventory of the UMKS is displayed on a wall chart. Learners affix their initial or signature after the competencies they have mastered. Those who have not yet mastered a competency are helped through various cooperative learning techniques. Some classes do not let the learners affix their initials on the chart for the mastered competencies; instead they use a "gold star".

The wall chart for the UMKS of the class and the wall chart for the UMKS of particular groups have been found useful in following up class and group progress. In most classes, it is the students who indicate or record their own progress on the wall chart.

- b) Teacher keeps an up-to-date record of UMKS targeted by the learners for a certain period. The learner is given a green note after he has shown mastery of the competency. This practice is burdensome to a teacher teaching five classes a day, so some use instead a group of two or three learners who have already mastery of the skills to act as evaluators. The practice has been criticized as violative of the self-learning or lifelong learning principle. Others justify its use for learners who are not yet self-directing and therefore, need some external direction and control.
- c) Individual checklists are used by independent high performing learners, to track the competencies they have not learned.
- d) To keep track of learning progress, most classes hold at least two LMP sessions for every grading period where students show their accomplishments. It is during these sessions that the learners present the issues and challenges that they encountered and how they dealt with them.
- e) Teachers refrain from grading the progress of SLP learners to encourage self-reflection and evaluation. It is very important that at the inception phase, teachers should agree on a set of principles that shall guide the evaluation of the learners' SLP performance. The following evaluation issues have to be considered:
  - Who should evaluate learner's progress? the teacher? the learner himself? or the learner's peers?



- How should evaluation results be expressed and reported? in numerical ratings? in qualitative terms? or both?
- Is external evaluation consistent with the principle of self-directed learning?
- When should evaluation be done? before the student learning plan is implemented? after implementation? or after each grading period?
- What kind of incentives may be given? Should student SLP performance be included in computing the grades for the students' report card?

### **8. The Remediation, Reinforcement, Enrichment, and Reward System**

This refers to the regular or expected actions that are taken to give added strength or support, or to reward an action or response of a learner so that it becomes more likely to occur again. The most common reinforcement techniques used in the SLP are

- a) Presentation to the school of outstanding self-directed learners by year level in various subjects. The successful learners are awarded school supplies donated by civic organizations and individuals.
- b) Exhibits of specimens, prototypes of student learning plans, inventory charts, checklists, etc. of successful self-directed learners. The exhibits and presentations are managed by the Student Government.
- c) Giving certificates of recognition to teachers, student coaches (students from the school and other schools), and parents who give exemplary services to the LMP.

**How does LMP deal with learners with various levels of development in problem solving, reading and writing? The following school practices emerged:**

- Fast or self-directed learners were given assistance only by their subject teacher on request. In case they want to clarify some points on their UMKS they could seek help from the coaching pool.
- Learners whose unmastered knowledge and skills (UMKS) were common, worked cooperatively with their group. Once every week they were scheduled to meet with their subject teachers for advice and help. Peer tutoring was the most common remedial mode.

- Learners who have very many UMKS and were unable to do remedial work were placed under the direct supervision of the subject teacher who scheduled remedial sessions for them.
- After each grading period, volunteer students who have done exemplary work and students who have made remarkable progress in their SLPs are given plaques or certificates of appreciation.

### **What are some of the best practices of SLP implementors?**

1. Providing at the beginning phase as much direct assistance as necessary; then, as the learners become more and more self-managing, reducing the direct assistance gradually, until the learner becomes confident, self-reliant and productive.
2. Mobilizing successful learners to coach the less successful ones. Third and fourth year students are recruited and trained as teachers of first and second year students.
3. Holding learning forums or sessions, where SLP learners share their success stories with one another.
4. Encouraging classes to design and develop their own strategies for implementing self-learning programs.
5. Letting the school decide on the guidelines for the implementation of the student self-learning plan, but allowing each department to choose the method to be used, based on the guidelines.
6. Operating laboratory classes, say in Math, for incubating, testing, developing promising SLP practices.
7. Using action research: allowing the departments or the individual classes to design and develop various ways of implementing the SLP and selecting those approaches that yield the best results.
8. Benchmarking the best or most successful SLP approaches: those that are not only effective, but also acceptable, transferable, and sustainable.
9. Aligning SLP objectives, programs and activities with the school's annuated SIP, and having the SLP mid - and year-end reports as one of the quality assurance and accountability performance indicators.
10. Putting in place a continuous in-service enhancement program for SLP practitioners, as well as for neophytes.

11. Establishing the following support mechanisms:

- a coaching pool of volunteer bright students helping other students attain their SLP goals
- periodic learning forums for addressing emergent problems and issues
- wall charts to monitor unmastered competencies
- an incentive system for the advocates, champions, and heralds and successful LMP practitioners.

12. Using EASE modules as additional learning materials, either for advanced or for slow learners.

Summing up

The student self-learning plan is a powerful tool for remedial learning; it enables the learners to remove the gap between what he is supposed to learn and what he has actually learned.

Making and implementing the SLP can be meaningful and challenging to independent learners but can be either daunting or boring to those who could hardly understand their textbooks: How to make those learners with poor literacy skills profit from the SLP is a serious challenge to teachers.

Students' creative problem-solving ability is like a garden plant. It will not thrive, prosper and flourish when the environment is arid and hostile. Therefore, the school should provide a favorable environment to the SLP: loving and caring teachers who provide for individual differences, administrative practices that build up self-worthiness, learning tasks that dignify hard work, lessons that delight the learners and an assessment system that encourages self-reflection, transparency, and fairness.

### 3

## **THE PROFESSIONAL DEVELOPMENT PLANS OF THE SCHOOL HEAD AND THE TEACHERS**

The Student Learning Plan (SLP) is the centerpiece of the Learning Management Program; hence, to ensure its success it is provided with two support mechanisms, namely, the School Head Professional Development Plan (SHPDP) and the Teacher Professional Development Plan (TPDP).

### **What is the SHPDP?**

It is a set of carefully considered activities proposed by the school head to enhance the continuous improvement of his administrative and instructional leadership skills for school-based management. Initiated by the school head himself, the plan helps him identify the additional competencies that he believes he must acquire in order to:

- implement the SIP and the AIP;
- assist his staff in designing, developing and implementing their individual professional development plans;
- keep abreast of the latest developments in educational science and technology; and
- enhance his professional career.

### **Why is the School Head's Professional Development Plan important?**

It makes the school head less dependent for his professional growth on the in-service program conducted by higher offices, and more dependent on his personal initiative. Thus, the PDP in the long term, eventually makes the school head a self-reliant lifelong learner.

Moreover, there are unique competencies needed by the school head for his own professional growth, which are not addressed by the regular in-service training programs. He can personally learn the unique competencies through his PDP.

It enables the school head to plan his career. What are the school head's plans for his future in the teaching service? Does he aspire to be a supervisor, a superintendent, a director? Career planning should be encouraged because the system has to keep itself self-perpetuating in the face of continuous turn - over of teachers to other fields of service. Furthermore, the system must ensure that the sacred traditions, values, wisdom, experiences, and legends of the school community must be preserved and passed on to future generations; hence the need for career planning to keep good leaders in the school system.

### **What are the parts of the School Head's Professional Development Plan?**

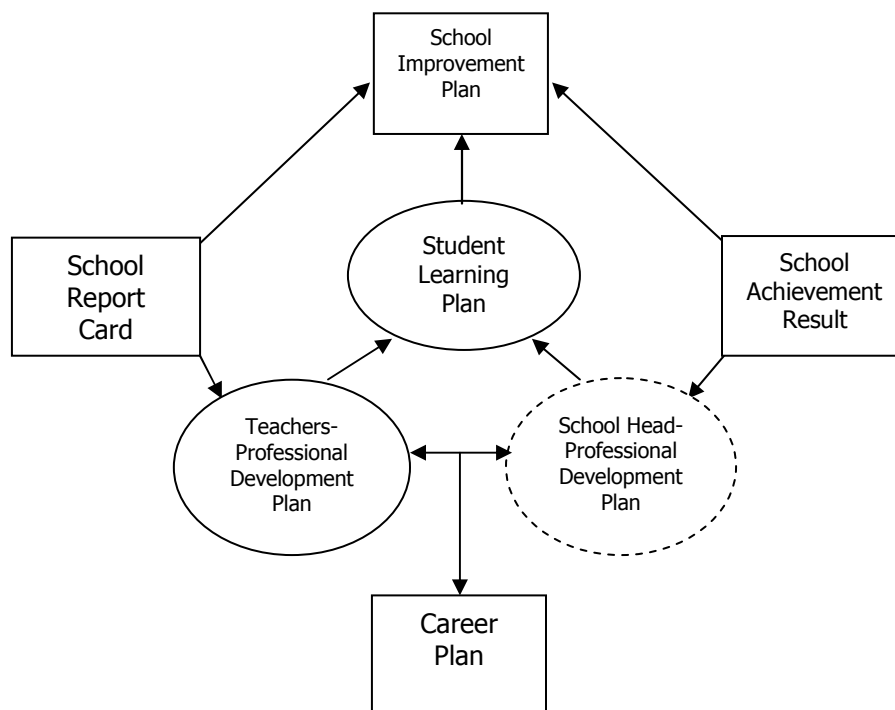
It has four generic parts:

- Statements of new competencies that the school head has committed himself to learn.
- Proposed ways and means to learn the desired competencies. These include conducting individual research, independent studies; attending seminars, workshops, and special courses; enrolling in a distance learning course; internet scanning, and benchmarking best practices.
- Target date for the mastery of each competency. This is the estimated time period the competency is expected to be mastered by the learner.
- Evidence that the school head has mastered the desired competencies. The most common evidence includes the successful application of the competencies to problem situations; oral and written reports of teachers on how the competencies have been used by the school head to help them; copies of abstracts, summaries, monographs, and other professional materials prepared by the school head himself; and testimonies of teachers about the assistance provided by their school head.

**“Leadership can be thought of as a capacity to define oneself to others in a way that clarifies and expands a vision of the futures.”**

Edwin H. Friedman

Where does the school head get the inputs for his professional development plan? These sources are shown in the following chart:



**Figure4: Sources of Information for the Preparation of the SHPDP**

The statements of competencies are identified by the school head from several sources, namely:

- The SIP. The programs and projects of SIP tell him what other competencies he needs to acquire to help the school produce the functionally literate learner.
- The teachers' Professional Development Plans. These plans tell the school head the competencies that his staff wants to learn, to achieve the SIP objectives and to promote their own professional career growth.
- Results of achievement tests. A review of the school's achievement test results informs him of the learning areas where teachers need his assistance.
- Feedback from the Parent-Teacher-Community Association, student council, school annual report, local press, the Special Education Fund Council, and local government will inform the school head not only of the strengths but also of the weaknesses of the school.

- Insights from his own reflective experience can tell what more he needs to learn: a disapproved school proposal, a failed conference with the mayor, or a quarrel for additional classrooms with a civic group can give him deep insights, new concepts, clearer understanding, and more information about what other competencies he needs to acquire.
- The School Report Card. The card can point out school deficiencies which the school head and the staff can consider in making their PDP.

**What procedure is often used by school heads in making their professional development plan?**

1. The Preparatory Phase

The Annual Review by the school head of School Performance Reports on

- student achievement
- implementation of the Annual Implementation Plan (AIP)
- school report card
- consensus of the school head and his staff in consultation with the community, on the direction and focus of the Annual Implementation Plan; synthesis of feedback (remarks, recommendations, suggestions) from staff regarding the professional and technical assistance they would need especially from their school head to implement the LMP;

2. The Planning Phase

- The writing of the professional development plan;
- The validation of the plan by key stakeholders, particularly the teachers, through consultations and focus group conversations.

3. The Implementation Phase

- The school head himself tracks his progress and makes adjustments in his plan as necessary. For the purpose he keeps logs, journals or diaries to follow-up progress.

4. The Evaluation Phase

Answers to the following evaluation questions will enable him to judge his professional improvement:

- What new professional knowledge, skills and attitude have I acquired as a result of my PDP?
- Have these skills helped me and the teachers in implementing the SIP? in helping teachers implement PDPS?
- Has my plan enriched and/or reinforced my managerial and instructional leadership skills?
- Has my plan contributed to my career growth?

### **What is the Teacher's Professional Development Plan?**

Like the school head's professional development plan, the teacher's PDP is also a set of meaningfully organized activities proposed by the teacher to enhance the continuous improvement of his instructional knowledge, skills, and attitudes. Specifically, the plan is initiated by the teacher to-

- support and facilitate the preparation, implementation and evaluation of the student learning plan;
- identify and acquire the knowledge, skills, and attitudes that he must possess in order to contribute to the achievement of the goals of the Annual Improvement Plan (AIP) particularly those related to student performance;
- get information about the latest breakthroughs in educational technology and to apply them for effective management of learning; and
- enhance his own professional career.

### **What are the Essential Parts of a Teacher's Professional Development Plan?**

The essential parts are similar to those of the school head's professional development plan: (1) a list of prioritized competencies to be learned, (2) strategies for learning the competencies, (3) materials to be used, (4) the targeted completion dates, and (5) the indicators of success.

### **What guides the teacher in choosing the competencies to include in his PDP?**

Like the school head, the teacher shall be guided by the same sources of information given in the Figure 4 p.31



- The Annual Improvement Plan (AIP) indicates the performance objectives to which the learner should direct his instructional program for the year, especially the Learning Management Program for his class.
- The Students' Inventory of UMKS indicates what other competencies the teacher needs to acquire as facilitator of the students' self-learning plans.
- The School Report Card tells the teacher what additional competencies he should learn to help address pressing teaching-learning problems revealed in the Card.
- The National Competency-Based Teacher Standards (NCBTS) can guide the teacher in identifying competencies that he needs to learn to be an effective facilitation of learning.
- Feedback from key stakeholders. What other teaching skills do his students expect of him? What do they say about his teaching styles? How else can he improve them? What does his school head's supervisory feedback say about his mastery of subject matter? The feedback is an indicator of what competencies the teacher may include in his professional development plan.
- The Career Plan of the teacher. Does he aim to be a school head? a subject area supervisor? or a schools superintendent? Then, he must start charting his career path and the PDP can be a useful instrument.
- The teachers' reflective experience. This consists of the insights or lessons gained from his reflections on his teaching practices. The reflections can guide him in ascertaining what additional proficiencies he needs to be successful in his teaching craft.

### **What strategies are commonly used to achieve the objectives of the TPDP?**

These strategies are commonly used:

- scanning and downloading information from the internet;
- conducting action research;
- joining study groups like quality circles, learning action cells, and communities of practice;
- attending seminars and workshops;
- enrolling in distance education courses and graduate courses;
- benchmarking best practices; and

- being coached or mentored by a more experienced and more competent colleague.

**What procedure is commonly used by teachers in preparing and implementing their PDP? There are five phases:**

1. The preparatory phase during which the teacher reviews the (1) inventory of UMKS, (2) the Annual Improvement Plan, specifically its objectives related to the students' achievement targets, (3) the school report card, and (4) the feedback, formal and informal, obtained from key stakeholders.
2. The writing of the professional development plan by the teacher himself;
3. The validation of the plan with the school head, students, and co-teachers;
4. The implementation and monitoring of the plan; and
5. The evaluation to determine if learning objectives have been achieved.

#### Summing Up

The School Improvement Plan is the school's blueprint for educational development. The plan is revisited every year to keep it aligned with unexpected and emerging challenges and opportunities.

Due to the pervasive problem of low performance, the SIP generally focuses on improving learning outcomes. But what mechanism shall SIP use to improve learning outcomes? LMP is one of the answers.

This section shows that the heart of the LMP is the student learning Plan and supporting the plan are the PDPs of the school head and the teachers. The former gives supervisory and administrative help to the teachers while the latter give instructional help to the students.

To be able to provide the help that is directly relevant to the needs of the students, the school head and the teachers have to go on upgrading their professional competencies. Thus, through the integration of the SIP with the SLP and the school head's and teachers' PDPs, the school becomes a growing, dynamic learning community.

## 4

# THE MANAGEMENT OF THE LMP

So far the nature of the LMP has been discussed, together with its components, strategies, and procedures. This section describes how the LMP shall be managed.

### **What particular management strategy does LMP advocate?**

In support of the decentralization advocacy of the Department, LMP encourages shared management. This strategy does not only actualize potentials of the staff and strengthen commitment to school values, but also facilitates achievement of educational goals.

Shared management means that the key managerial tasks of planning the LMP in relation to the SIP and the actual achievement and participation rates of the students; the organization of the school's material and financial resources; and the implementation, monitoring and quality control of the program are mutually shared by various stakeholders at different levels. The attainment of LMP goals and objectives, is the collective responsibility of the stakeholders themselves.

### **How should the LMP be managed to ensure its success?**

Several conditions are essential, namely:

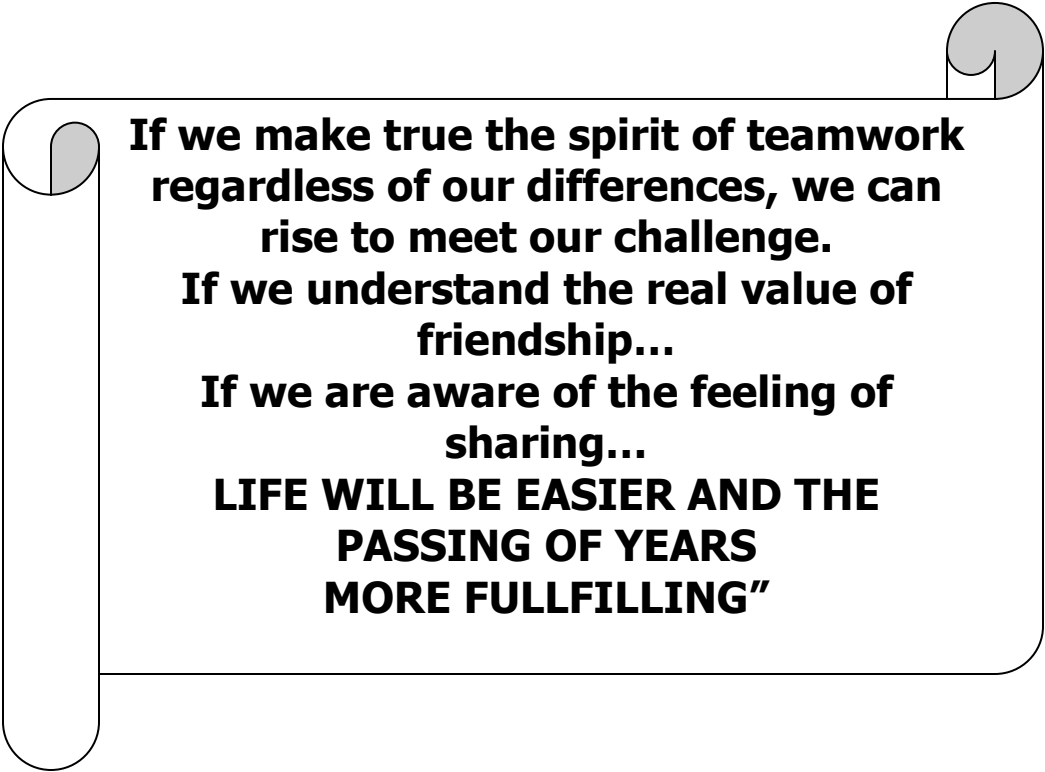
- specific management policies and standards;
- a management structure that is cooperatively planned and set up by the stakeholders;
- a set of well - defined roles and responsibilities of the management staff;
- an adequate training and orientation of the staff on roles and responsibilities; and
- a functional monitoring and evaluation mechanism to keep the program self-correcting and self-renewing.

The policies are statements of agreements of the school community (students, parents, teachers, school head and other key stakeholders) that regulate, guide, direct, or control the LMP to achieve its goals and objectives.

Standards are statements of agreements on what LMP should be doing and how it shall be managed. (Please refer to pages 16-18 on the orientation phase of the SLP).

Below are examples of policies on LMP management:

1. In the first year of LMP implementation, each department should at least start with one class as pilot. With the pilot class as guide, LMP shall be expanded so that by the third year, all classes shall be using LMP.
2. The week immediately after the periodical assessment shall be devoted to activities that will remedy unmastered knowledge and skills revealed by assessment results.



**If we make true the spirit of teamwork  
regardless of our differences, we can  
rise to meet our challenge.**

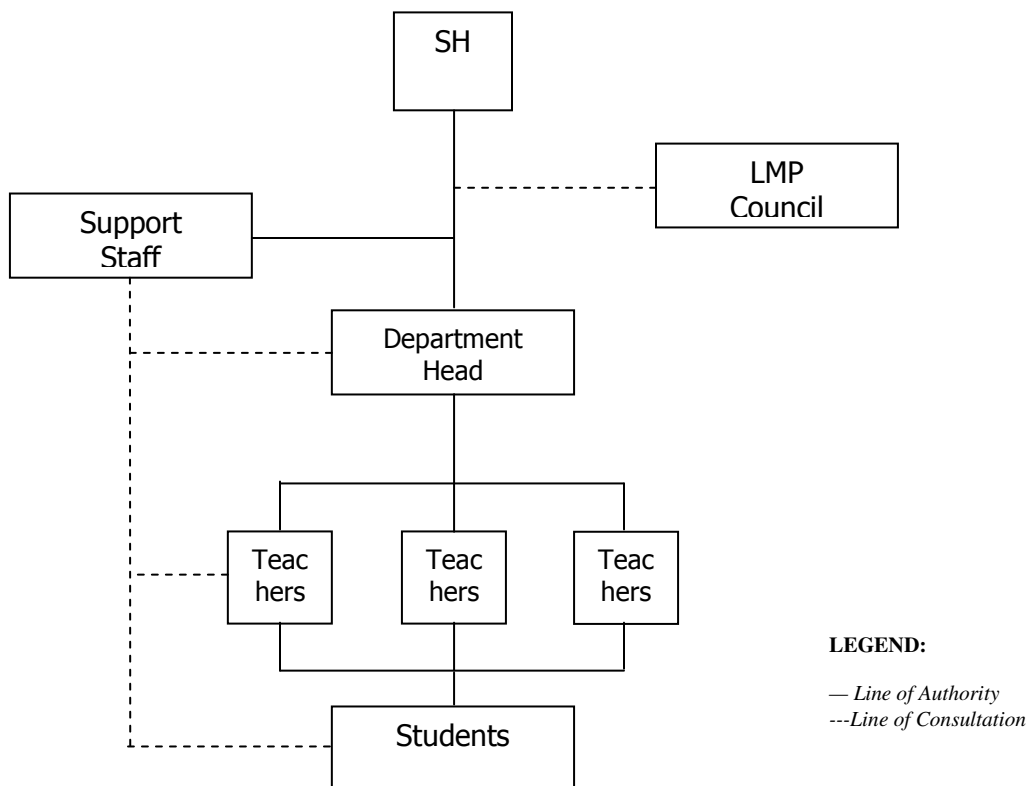
**If we understand the real value of  
friendship...**

**If we are aware of the feeling of  
sharing...**

**LIFE WILL BE EASIER AND THE  
PASSING OF YEARS  
MORE FULLFILLING"**

## Management Structure

The organizational chart below shows the basic components of the LMP and their relationships.



**Figure5: Basic components of the LMP and their relationships**

At the top of the program is the school head who provides leadership and unity of command. He is assisted by two staff entities, the LMP Council for planning, policymaking and standard setting and the service staff, for support services to the learners. A coordinator assists the school head to synchronize the various activities of the program.

At the operational or classroom level are the teachers who facilitate the learning process and the students who are the primary beneficiaries of the program.

The chart shows two channels of communication: the solid line indicates the formal flow of communication which is essential for quality control and quality assurance; the broken line indicates the informal flow of communication which encourages interaction, consultations, dialogues, feedback, initiative and collaborative problem-solving and shared decisionmaking.

## Roles and Responsibilities

### The School Head-

- provides leadership: motivates school to high performance through appropriate incentives;
- advocates LMP implementation and benchmarking of the best practices;
- upgrades the competencies of staff for effective LMP implementation;
- supervises the alignment of the LMP with the SIP;
- allocates budget for LMP implementation, monitoring and improvement;
- prepares/implements his own PDP to support teachers' PDP and the SIP;
- oversees the preparation, implementation and evaluation of the school LMP;
- supervises class implementation of the LMP;
- mentors teachers for instructional leadership in their area of specialization;
- promotes school-wide implementation of the LMP; and
- facilitates implementation of policy guidelines set by the LMP Council.

### The LMP Council-

- provides oversight information on LMP implementation;
- formulates policies and standards for regulating and guiding implementation;
- makes recommendations to proper authorities on issues and problems related to the LMP;
- helps the school prepare its LMP plan of action; and
- sets up an LMP monitoring and evaluating system.

This Council may be composed of representatives of the:

- Parent-Teacher-Community Association (PTCA)
- Student Council
- Student Organizations
- Department Heads
- Teachers
- Other Key Stakeholders

Chairmanship, tenure, procedural rules, and other matters related to the operation of the Council shall be decided by the members themselves.

Based on practice, the council is common in big schools. Small schools do not have LMP council, instead they have a coordinator to assist the school head to manage the LMP.

The school support staff consists of the librarian, the guidance counselor and the school nurse, and any other personnel who can help the program.

#### The Librarian-

- orients learners on print and non-print materials available in the school library as well as in other sources (coursewares, CDs, DVDs, computers);
- teaches students how to access electronic data and educational films;
- acts as resource person to LMP learners;
- facilitates acquisition of library materials to support LMP;
- organizes book clubs and book review sessions; and
- motivates and trains LMP learners how to use the library.

#### The Guidance Counselor-

- helps the learners' use the proficiency scale to assess their readiness for LMP;
- helps learners with attitude problems that interfere with the implementation of SLP;
- provides individual guidance and group guidance for students with a common problem;
- conducts case studies on students with learning difficulty; and
- provides mentoring services to bright and advanced learners.

#### The Department Head-

- implements LMP in his department;
- helps teachers settle issues related to LMP implementation;

- orients new teachers on the LMP;
- initiates action plans to improve SLP format, assessment tools, etc.,
- monitors LMP implementation; and
- expands LMP implementation.

#### The Teacher-

- helps students use the SLP proficiency scale;
- facilitates SLP preparation and implementation;
- identifies the learners' level of development and plans with learners how to reach higher levels;
- reteaches skills unmastered by majority of the class;
- reinforces mastered competencies;
- acts as a resource linker to various sources of information necessary to the implementation of the SLP;
- helps learners succeed in various problem-solving activities so that they will develop self-confidence and self worth;
- rewards good performance;
- identifies and documents best SLP and LMP practices;
- benchmarks LMP best practices;
- upgrades his professional competencies; and
- works with the school head and other teachers as a team to promote professional and career growth.

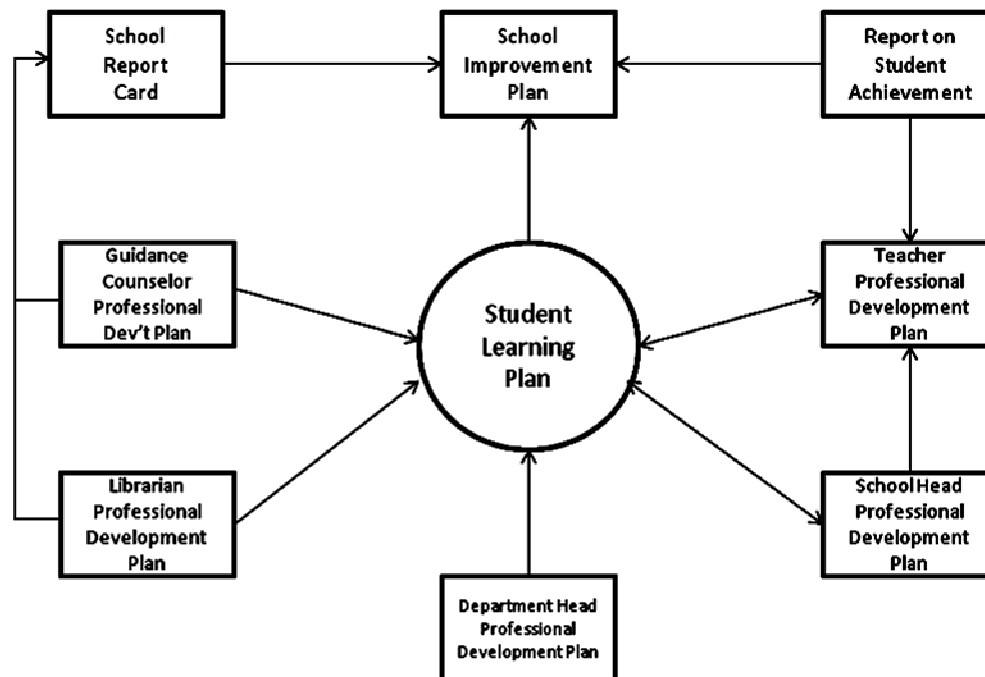
#### The Student-

- Identifies and analyzes causes of UMKS and prepares the appropriate SLP to address them;
- Monitors and improves implementation of his SLP;



- Coaches less able peers and mentors advanced learners; and
- Helps run the coaching and mentoring pool.

Figure 6 highlights the SLP as the heart of the LMP. The figure shows the SLP's relationship with the SIP and how the PDPs support the SLP.



**Figure6: The LMP Strategic Plans and their Relationships with the SIP, the School Report Card, and the Report on Student Achievement**

At the top is the SIP which serves as the guide in making all the other plans. The SIP is supported by inputs from the School Report Card and the assessment results of the student achievement.

Directly related to the SIP is the SLP which is focused on helping the SIP achieve its objectives on improved learning outcomes.

Providing technical support to the SLP are the PDPs of the teachers, the department heads, the librarian, the guidance counselor, and the school head. The double-headed arrows indicate a two-way direct communication system, information exchange, assessing an application.

## Summing Up

This section stresses the following points:

First, that decisions on how the LMP shall be managed, who shall manage it, shall be made primarily by the school head, teacher, students and parents acting collectively;

Second, that the organizational structure, should encourage continuous interaction and consultation among stakeholders;

Third, that the learner's interest shall be the focus of each managerial function; and

Finally, that the student himself should not be merely the subject of management: he should participate as much as possible in various managerial functions.

How much authority and responsibility the school head should devolve or delegate depends on the organizational maturity of the school community.

Effective LMP management transforms teachers into instructional leaders in their major field, students into lifelong leaders, and parents into lifelong mentors.

## 5

# THE EVALUATION OF THE LEARNING MANAGEMENT PROGRAM

The previous sections discussed what the LMP is about: its underlying assumptions and principles; components and procedures; and organizational and management structures.

This section explains how the program may be evaluated. It presents the common questions raised about program evaluation and provides answers to the questions.

### **What is LMP evaluation?**

It is a process of collecting, analyzing, and interpreting data in order to judge the value or worth of the program. The result helps the school head, teachers, students and the parents decide what action to take to make the program more effective and efficient. Good decisions should be guided by correct and adequate evaluation data.

### **Why evaluate the LMP?**

First we have to find out if the program is achieving its specific objectives which are to:

- Mastery of the basic competencies for each subject; which means any student scores at least an average of 75% in the periodical or end-of-the year test given either by the school or the Division Office.
- Identify the best LMP practices for benchmarking and the poor practices for improvement. The latter implies the development of innovative remediation approaches and materials.
- Make the LMP a support mechanism of the SIP to attain its literacy goals and a complementary program of the Drop Out reduction program (DORP) to increase the holding power of the school.

### **Who should evaluate the performance of the LMP?**

- 1) The individual learners themselves who are the direct beneficiaries. The students through their SLP, and the teachers and school head through their PDPs. These plans have built-in components that help determine whether or not learners have mastered their targeted knowledge and skills. Reflection or self-evaluation is very empowering because it is voluntary.
- 2) An ad hoc committee composed of representatives of students and faculty.

- 3) The subject teachers as external evaluators of the SLPs and the school head as external evaluator of the department heads' PDP and the teachers' PDP. External evaluation is useful for getting quantitative data, internal evaluation for getting qualitative data.
- 4) The learning groups themselves who are working on a common problem. By consulting, negotiating and interacting with one another as members of quality circles or communities of practice, the learners gain deep insights in judging the value of what they are doing and producing.

### **When should LMP evaluation be done?**

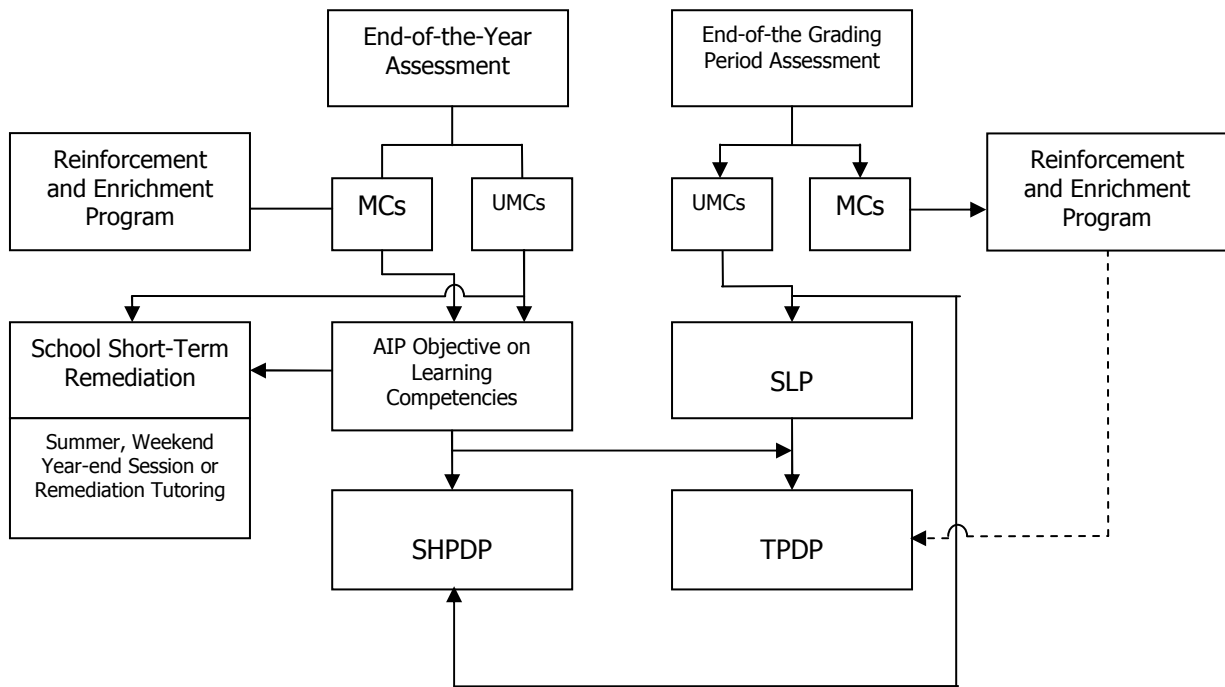
- 1) In the last week of each grading period, to identify the unmastered competencies. This gives time to the students and their teacher to initiate remedial action on unmastered competencies.
- 2) At the end of the school year. The results will provide planners in setting SIP objectives for the next school year. The results can also be used to guide summer remedial classes, as well as the preparation of the School report Card which shall be presented to the community on the State of the School Report of the school head to the community. It should be noted that the types of evaluations that have been mentioned are summative: they aim to determine LMP effectiveness after a particular period. A more important form of evaluation is formative or progress monitoring: it aims to improve the process of the LMP while it is in operation. It seeks to identify correct procedures that do not work. It ensures that the learning plans achieve their objectives at the end of each school year.

### **How would we know if LMP learners are attaining the LMP mastery criterion?**

- For every grading period, every teacher selects a set of competencies, say in Mathematics, to be mastered by the students. Of course the competencies are selected in response to the students felt needs. At the end of each learning unit, as well as every grading period, tests are given to assess students' mastery of the competencies. The average scores of the students are compared with the 75% mastery criterion. If the class average is below, the class analyzes the causes and initiate appropriate remedial action. This conventional practice, however, does not address the specific unmastered competency of individual students, nor does it actualize students' potential for self-development.
- LMP provides the SLP as an alternative: Mastery of the competencies is tracked by the learner himself through his own effort and determination.

### How does LMP facilitate mastery of the basic competencies?

Figure 7 shows that the competencies which students fail to master are identified through (1) end-of-the-year assessment, and (2) end-of-the grading period assessment. The common assessment tool used is the pencil and paper test which is made by the school or by the Division Office. The test is complemented by other data-gathering tools like students' anecdotal records, daily quizzes and unit mastery tests.



### Th Figure7: How the LMP Responds to the Unmastered Competencies

Immediately after the test results are obtained, the school staff meets to determine –

- in which subject area the mastery criterion of 75% has not been reached; and
- the specific UMCs that have not been mastered

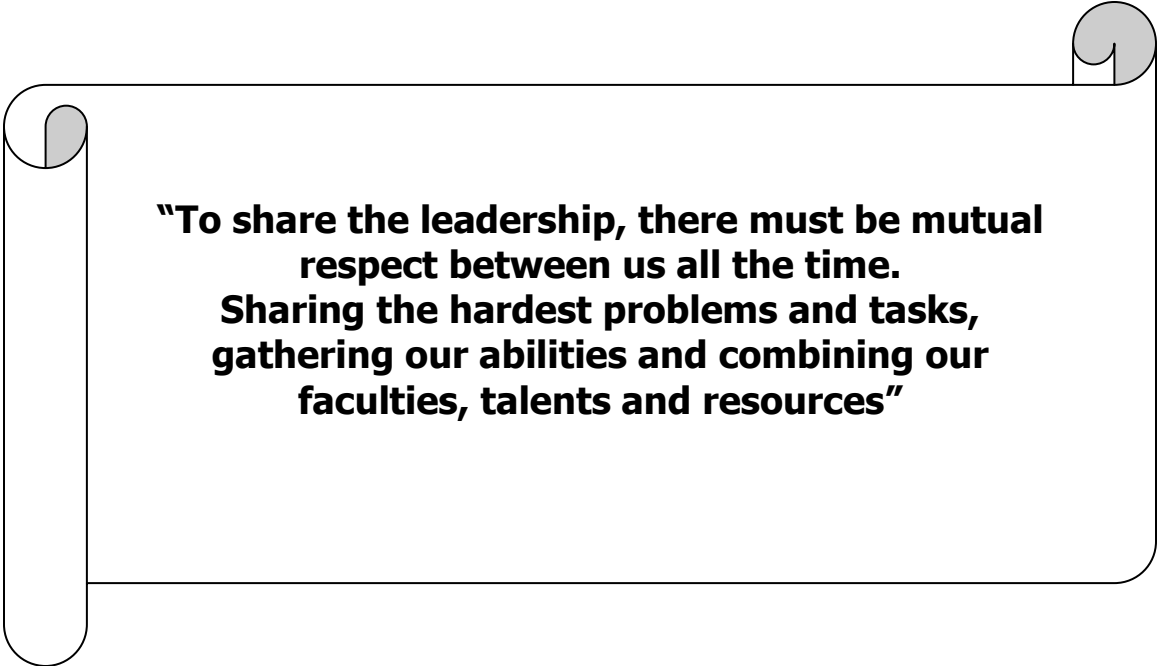
The students use the UMCs as the targets of their SLP, the teachers use them as guide in making their instructional as well as their PDPs, the school head uses them as guide in making his supervisory and management plan, and the Quality Assurance team (if the school has one) for tracking learning progress in various subjects.

The results are further used as basis of the teachers' class remediation activities as well as the school short-term remediation initiatives like the summer, weekend, year end or after class remediation programs.

End-of-the-Grading- Period Assessment. The assessment is usually done by the school, although there are schools divisions that conduct the periodical assessment using division made tests.

From the assessment results, the students

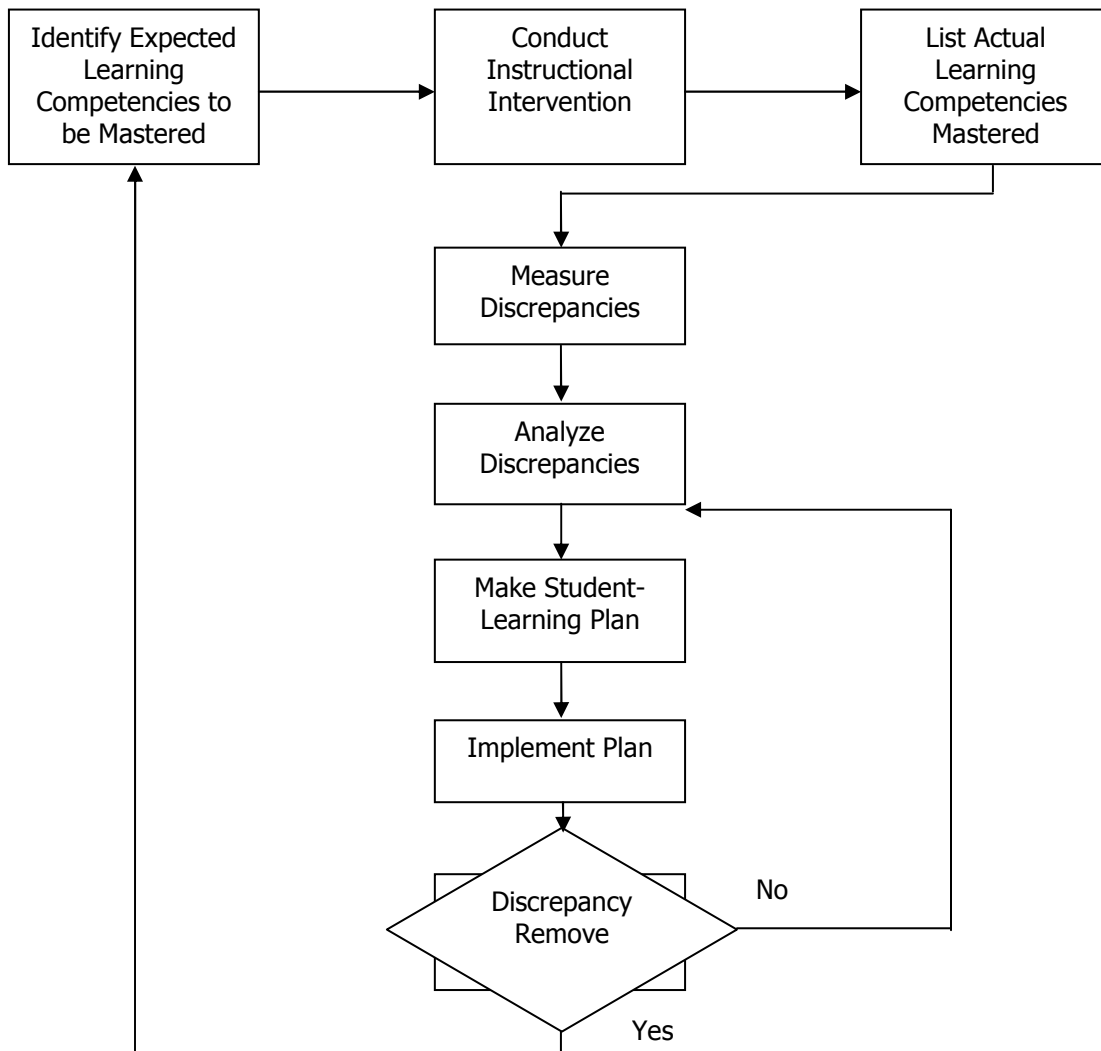
- make an inventory of their UMCs ; and
- prepare their SLP, while the teachers and the school head prepare their PDPs
- the teacher's remediation plans
- the school short-term, weekend and after class remediation programs



**“To share the leadership, there must be mutual respect between us all the time. Sharing the hardest problems and tasks, gathering our abilities and combining our faculties, talents and resources”**

**What practical procedure shall be used to evaluate LMP effectiveness?**

The following discrepancy model is suggested.



**Figure8: Discrepancy Model for the Evaluation of LMP Effectiveness**

## What do school practitioners say about LMP?

*From a school head:*

*A few months after my assignment as school head of a secondary school, and after observing almost all the classes, this one liner from Joseph Juran, a guru of the quality movement kept nagging my conscience: Are we doing the right things or merely doing things right?*

*I was distressed watching the teachers going through the same, almost mechanical motion of lesson planning, teaching, testing, recording test results, rating the learners, then moving on to the next unit, without even bothering to find out how many of the essential KSA have not been mastered.*

*And this compulsive ritual has not been productive at all: local, national and even international test results show that our schools are among the low performers in South East Asia.*

*Fresh from SEDIP workshop on modern methods of teaching I was determined to introduce LMP to improve student achievement. But I wanted the teachers to take the initiative as change agents; I also wanted the decision to try LMP to be a collective action of the teachers themselves.*

*My strategy?*

*I did not endorse LMP immediately to the teaching staff. Instead, I called an informal meeting of the department heads, student leaders and the president of the PTCA to develop a core group of advocates. To them I broached the LMP, particularly its thrusts for high achievement through learning mastery and for making learners self-directed lifelong learners and problem solvers. There were, as I expected, positive and negative reactions. I told them of my plan to try it in school. I asked for volunteers to support the plan, I got several. Together we planned an advocacy campaign. We divided LMP into several topics and selected a discussant for each topic. We had one-week preparation for the advocacy activities. I coached each presenter how to present his topic very effectively.*

*The advocacy sessions were conducted every Friday afternoon for three weeks during which presenters discussed their topics. Demonstrations on the preparation of inventories of unmastered competencies and of the self-learning plans were conducted.*

*The presenters were three department heads (English, Science, Math), a student representative, and the PTCA president. I played the role of facilitator.*

*At the end of each session, the teachers, some students and parents were requested to fill in a reaction card. A panel was assigned to review the reactions. Several issues were raised. The most common pertained to the students' inability to do self-directed study because of their poor reading and writing skills.*



*Another issue pertained to be the pressure on the teachers to cover the required number of units of study for each grading period. After several rounds of consultative sessions, a consensus was arrived at:*

- *LMP would be piloted by volunteer classes. One class each for English, Science, Math and Araling Panlipunan. Science and Math were to be piloted by third year classes and Araling Panlipunan and English, by fourth year classes. It was agreed further, that at the end of each month, or after every fourth week, the pilot classes will render their report to the staff.*
- *The periodical test results shall be the basis of the Inventory of UMCs.*
- *The students' self-learning plan, the teachers' and the school head's development plan, should contribute to the attainment of the SIP goals for increased student performance.*
- *A coaching and mentoring pool run by the student council, shall be organized.*

*After two grading periods and after several revisions, the following LMP model was found to be acceptable to the learners.*

- *Identification of the basic competencies to be mastered during a grading period. The competencies are identified and clarified with the active involvement of the learners. The competencies, four to five in number with their corresponding KSA shall be displayed on the wall as the focus of the learning activities for the unit at hand.*
- *Preparation of the periodical tests, based on the competencies by the subject teachers.*
- *Instruction.*
- *Review of periodical test results by students and their subject teacher; preparation of Inventory UMCs.*
- *Implementation and monitoring of UMCs.*
- *Evaluation.*

*After two grading periods, several classes enlisted to join LMP. The pilot classes continued to serve as demonstration centers; the coaching and mentoring pool got volunteer college students.*

*At the end of the pilot period, the quality assurance team assessed the performance of the three components using these guide questions:*

- *What is the accurate number of UMCs that have been mastered as a result of the LMP?*
- *How does the teachers' professional and career development plan support the students' self-learning plans?*
- *How does the school heads' professional and career development plan support the teachers' professional development plan?*
- *What is the perception of the students, teachers and school heads on LMP?*
- *How can LMP be improved?*

*From Students:*

*1) Next year I'll be either in college or working as a daily wage earner in some shopping malls as sales clerk, wherever I will be, I'm sure my LMP skills will help me. From LMP I have learned to decide what I want to learn and to make a realistic plan to learn it.*

- *That learning is mastered when one can do something like following certain steps, without making a mistake.*
- *That knowledge always changes; the old ones are replaced by something new, something better, so there's a need to be a continuous learner; that is to continue reading, attending seminars and trainings, and to get the latest information.*
- *That to be a continuous learner, one must know what information is needed and where to get them. That's why it is important to be part of many social groups because its there where one gets access to more knowledge.*

*2) How I apply the LMP to my studies*

*At the end of our unit test, for example in Math, I would always go over my test papers, to identify my errors. I analyze the steps I missed or the wrong formula I used. I put these test items in my Inventory of unmastered knowledge and skills and make a plan of how to learn each one correctly: what must I do? Can I master the UMKS on my own effort? Or do I need help from my teachers, bright classmates, coaching pool? Most often I rely on my own efforts.*

*Mastery of the competencies in each unit is very important because it is necessary to learn the next competencies in the next lessons. I had my learning difficulties in LMP. Here are some of them:*

- *Every day our teachers present a new lesson for one hour. Our teacher for example presents a process by illustrating her explanations through the use of pictures and diagrams. After her presentation she asks two or three students to repeat the process she taught on the board. After, she gives a test and then assigns a new lesson as our assignment. The problem is that we often fail to master what she taught.*
  - *Many of the terms and sentences in our textbooks are difficult to understand. They make self-learning hard and discouraging.*
  - *Because our lessons change very fast we do not have to master them well, so in periodical tests we cannot answer many items. This makes our inventory of UMKS too long for our self-study. I wish a lesson would be discussed thoroughly before a new one is introduced.*
- 3) *One of our problems is that our teachers give us new lessons even if we have not yet fully mastered our previous ones. This makes learning the new concepts and processes hard because they are connected to the previous ones which we have not yet mastered. With SLP, we are given the chance to solve this problem.*
  - 4) *Our class has to finish at least two or three units every grading period. So our lessons are moved to the next unit even if many of us still have not yet mastered the knowledge and skills we ought to learn. As a result we get low scores in the periodical test. Before SLP, our test results were used only by our teachers to give us grades. With SLP, we students, use our own test results in order to know what lessons we have not mastered and to do something to master them.*
  - 5) *SLP has made me realize that schools, teachers, books, internet, learning centers, and multi-media, are important; but more important, is the ability of the learner to make use of them to solve his learning problems and attain his purpose in life.*
  - 6) *Before SLP I merely followed what my teachers, textbooks, and workbooks told me to do. After several months with SLP, I began to learn how to tell what I needed to learn and how to learn it on my own. SLP trains one to be an independent learner.*
  - 7) *SLP is needed because some teachers do not teach well; as a result, there are many important things in a subject which students do not learn. SLP helps students initiate action to identify and master what has not been learned.*

- 8) *SLP has trained me to be a resourceful learner: how to get help from my friends, from learning groups, my brothers and sisters, the student volunteers from the library and internet, so I can learn. Of course my teacher is always present to guide me.*
- 9) *I do not look at SLP as an additional work; it is needed because many lessons are not always thoroughly learned, hence, the need to review or re-study them by the learner himself.*
- 10) *The SLP is not easy to do for slow learners, because their inventory of unmastered knowledge and skills is very long. Before they could master one inventory, another periodical or mastery test comes along to load them with some more unmastered knowledge and skills. I think slow learners, especially those who are poor in reading and writing should have a special kind of remedial work.*
- 11) *I always have many wrong answers in the periodical tests, so I have very many unmastered skills. This makes my inventory long and very hard to master. That is my problem with SLP.*
- 12) *If I were a good reader and good writer of correct sentences in English, maybe SLP could have helped me more.*
- 13) *It was difficult because I had to make SLP for my five subjects. I think it would have been easier if we started SLP in one or two subjects only. Then later on we can spread the use of SLP to other subjects too.*
- 14) *I think we need more and better teaching rather than testing.*
- 15) *As a student I look at the LMP as a way of telling what lessons or skills and concepts I have not learned very well, and what I must do to master them. The unlearned skills and concepts are shown in my test results after a periodical or a mastery test. The LMP trains me how to make a learning plan, and how to follow my plan until I learn what I need to learn. It has taught me that learning is like climbing the stairs. You find it hard to reach the upper steps if you do not pass the lower steps. If one falls he should not give up; he must find out why he failed to avoid falling again.*
- 16) *In a class of fifty or forty students, it is very difficult for our teachers to follow up what every student has failed to learn after a learning unit is completed. It is also hard for our teachers to give remedial work to everyone. So each student must do something about what he failed to learn. This is where SLP is needed.*

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## **APPENDICES**

<b>Appendix A</b>	List of SEDIP Divisions and Schools
<b>Appendix B</b>	The SLP Proficiency Scale
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**Appendix A**

## Division of Baguio City

- 1) Pines City National High School
- 2) Baguio City National High School
- 3) Irisan National High School

## Division of Benguet

- 1) Bokod National High School – Main
- 2) Twin Peaks National High School
- 3) Kamora National High School – Main
- 4) Tublay School of Home Industries
- 5) Benguet National High School
- 6) Alejo M. Pacalso Memorial National High School

## Division of Leyte

- 1) Alangalang National High School
- 2) Merida Vocational School
- 3) Atty. Roque A. Marcos Memorial School

## Division of Southern Leyte

- 1) Ichon National High School
- 2) Bontoc National High School
- 3) San Roque National High School
- 4) Nahaong National High School
- 5) Sogod National High School
- 6) Tomas Oppus National High School
- 7) Consolacion National High School
- 8) Divisoria National High School
- 9) Mercedes National High School

## Division of Biliran

- 1) Almeria National High School
- 2) Biliran National Agricultural High School
- 3) Tabunan National High School

## Division of Tacloban City

## Division of Ormoc City

**Appendix B****The SLP Proficiency Scale**

Direction:

1. Part I asks you to evaluate your listening, speaking, reading and your writing skills. Read the skill stated in each number, then ask yourself whether you find it Very easy, Easy, Difficult or Very Difficult to do.

Indicate your answer with a big dot (●) in the appropriate column. Do the same for Part II. In Part III, follow the given direction.

2. After you have answered all the items, review your answers to make sure that they truly show your actual communication skills, ability to prepare a self-learning plan, and how you feel about the self-learning plan.

3. Starting with item 1, Part I, connect all the dots with a line. Do the same for Parts II and III. The results are line charts that tell what skills you already have, and what skills you need to learn to make and implement your SLP successfully. It also tells if there is a need to improve your attitude toward the SLP.

4. You may use the following formula to assess your SLP success probability.

(1) Assign weights to your responses, as follows:

Very easy -- 4 points  
 Easy - - - - - 3  
 Difficult - - - - - 2  
 Very difficult - - 1

For Part III, use the same weights: 4 for the top positive response and 1 for the lowest negative response.

(2) Get the sum of each column. The highest possible score is 100 (25 X 4); the lowest is 25.

(3) Get the sum of the four columns, you may use the following table to interpret the sum.

76 – 100 - - - VHPS  
 51-75 - - - - - HPS  
 26 – 50 - - - - - LPS  
 Below 25 - - - - VLPS



<b>Part I. Communicative Skills (listening, speaking, reading, writing)</b>	<b>Very Easy</b>	<b>Easy</b>	<b>Difficult</b>	<b>Very Difficult</b>
1. Understanding what my teachers say in teaching-				
a. Math				
b. Science				
c. English				
d. Araling Panlipunan				
2. Speaking or expressing my ideas orally in English				
3. Speaking or expressing my ideas orally in Filipino				
4. Reading and understanding my textbook in-				
a. Math				
b. Science				
c. English				
d. Araling Panlipunan				
5. Writing my ideas in English				
6. Writing my ideas in Filipino				

<b>Part II. Preparing My Self-Learning Plan</b>	<b>Very Easy</b>	<b>Easy</b>	<b>Difficult</b>	<b>Very Difficult</b>
1. Making an inventory of my unmastered knowledge and skills (UMKS)				
2. Identifying and analyzing why I failed to answer the test item correctly				
3. Grouping related KSAs into competencies				
4. Prioritizing/arranging competencies from simple to complex				
5. Selecting/using effective strategies for my UMKS.				
6. Selecting/using effective materials for my SLP				
7. Getting help for the mastery of my UMKS				
8. Following my SLP schedule				
9. Tracking my progress				
10. Evaluating my self-learning results				

### Part III. How I feel about the Self-Learning Plan

Please indicate your response with a big dot (•) in the appropriate column.

	Very Important	Important	Not Sure	Not Important
1. How important is SLP to me				
	Very Much	Much	A Little	None
2. How much attention I give to my SLP				
	Very Much	Much	A Little	Not at All
3. To what extent am I using my SLP				

**Appendix C****Sample Form of the Student-Learning Plan**

List of Unmastered Knowledge and Skills	Learning Strategies	Learning Materials	Indicators of Mastery of UMKs	Time Frame

**Appendix D****Guide in Making Templates, Forms and other  
Materials for Organizing Information for the LMP**

- 1) State clearly the purpose of the material. What will it be used for?
- 2) Identify/describe the users. What is their literacy level.
- 3) State the kind of information to be recorded. Numbers? Words? Phrases?
- 4) What are the categories for recording the data? Are data encoded?
- 5) Does the material have to be computer compatible? If it has to how should they be encoded?
- 6) Test the usefulness of the material using artificial/hypothetical data.
- 7) Make sure the material is developed with the active participation of the intended users.