



Republic of the Philippines
Department of Education
REGION X
DIVISION OF CAGAYAN DE ORO CITY

Office of the Schools Division Superintendent

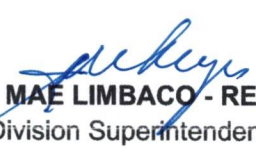


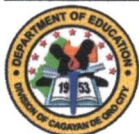
OFFICE ORDER

TO: Assistant Schools Division Superintendent
CID and SGOD Chiefs
Personnel Development Committee
Learning & Development Team
All Others Concerned
This Division

**POLICY AND GUIDELINES ON LEARNING AND DEVELOPMENT (L&D)
IN THE DIVISION OF CAGAYAN DE ORO**

1. The division hereby informs all concerned on the issuance of the enclosed copy of its customized policy on Learning and Development (L&D).
2. This policy shall take effect immediately upon issuance.
3. Attached hereto is the policy on Learning and Development (L&D) adapted from Sustainable Education Reform Gains (SERG) L&D System Manual.
4. For immediate dissemination and strict compliance.


CHERRY MAE LIMBACO - REYES
Schools Division Superintendent



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Republic of the Philippines
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**POLICY AND GUIDELINES ON THE CONDUCT OF LEARNING AND DEVELOPMENT
ACTIVITIES IN THE DIVISION OF CAGAYAN DE ORO**
(Adapted from SERG L&D System Manual)

SECTION 1. Background and Rationale

Providing quality basic education for all Filipino learners is the core business of the Department of Education (DepEd). It is mandated to formulate, implement, and coordinate policies, plans, programs, and projects in the areas of formal and non-formal basic education. It also supervises all elementary and secondary education institutions, including alternative learning systems, both public and private; and provides for the establishment and maintenance of a complete, adequate, and integrated system of basic education relevant to the goals of national development.

Achieving DepEd's mandate requires competent and committed leaders and employees, thus it needs to continuously develop its rank of teachers, school managers, and non-teaching personnel. The capability development of DepEd personnel is given importance in the Governance of Basic Education Act of 2001 known as Republic Act No. 9155.

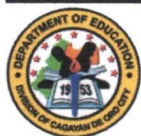
Learning and Development is designed to ensure consistency and continuous improvement in the quality of service and content across the various offices.

SECTION 2. Objectives

The L&D System is established to help ensure that DepEd CDO has the needed competent and committed human resources to achieve the department's mandates. It sets the framework for effective and efficient management of L&D programs for leaders, school managers, and teaching and non-teaching personnel in the division.

The policy shall endeavor to achieve the following objectives:

1. establishes L&D roles and accountabilities of key offices and stakeholders in the division and school.
2. sets up enabling mechanisms to support the operationalization of the L&D System; and
3. provides standards, processes, and tools for:
 - Assessing L&D needs
 - Planning L&D programs
 - Designing L&D programs
 - Developing L&D resource packages
 - Delivering L&D programs



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- Assuring quality, providing technical assistance, and monitoring and evaluating L&D programs and results.

SECTION 3. Learning and Development Philosophy

DepEd CDO adheres to the L&D philosophy – “continuously and consistently develop and shape competent and committed leaders and employees”. The goal is to align all L&D interventions is aligned with and supportive of DepEd’s strategic goals and priorities, and provided with financial and other support necessary for its effective and efficient implementation.

DepEd CDO L&D System is anchored on the following guiding principles:

1. Learning and Development stimulates growth, empowerment, and transformation of individuals and the organization to effect better service delivery.

Effectively planned, designed, and executed L&D programs address competency gaps that affect performance of individuals and offices. More importantly, they lead to achieving a learning results chain that translates to better inclusive services to the division’s internal and external clients.

2. Learning and Development is a strategic organizational and management function.

The Department is accountable for identifying competencies essential to organizational and individual performance, assessing competency gaps, and providing relevant and accessible L&D venues for all. Leaders are responsible for ensuring that work environments promote a culture of continuous learning, and that teams and individuals are actively engaged and take responsibility for their learning and development.

A harmonized top-down and bottom-up approach to L&D needs assessment and professional development planning will ensure that L&D programs to support national reforms are prioritized, and competency development needs unique to specific groups or offices are identified and addressed.

3. Learning and Development is a multi-dimensional and continuing process.

L&D programs are more responsive and yield better results when they address the varied facets of learning and development. One-time events like formal classroom-based learning activities will not be sufficient to achieve desired change. Meaningful workplace learning opportunities and experiences, as well as interactions with leaders, peers, and colleagues within and outside the organization, and continuing self-directed learning, are a rich resource for L&D.

This principle is aligned with the 70:20:10 L&D conceptual model, which posits that 70% of learning is derived from on-the-job experiences and challenging assignments; 20% of learning is derived from interactions with other people (e.g., network, peers, and managers); and 10% from formal training courses.

4. Learning and Development is a major organizational investment; quality and consistency of processes need to be assured and gains need to be measured.

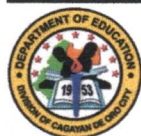
Organizational resources, including valuable time of leaders and employees are spent in carrying out L&D processes. L&D needs to have built-in mechanisms to assure quality and consistency of execution, and ensure learning application to achieve



desired outcomes. Results need to be tracked and measured to evaluate value and effectiveness, and provide inputs for continuous improvement.

SECTION 4. Definition of Terms

Learning and Development (L&D)	The process of acquiring and developing knowledge, skills, behaviors and attitudes through various means, e.g., job experience, events and programs provided by the organization, guidance and coaching from supervisors and others, and self-directed learning activities.
L&D System	Set of guiding principles, standards, policies, processes, and mechanisms through which L&D programs in the Department of Education shall be planned, developed, managed, quality assured, monitored and evaluated. It endeavors to ensure that the Department has the competent and engaged workforce to support the achievement of its strategic goals.
Certification	A formal process of assuring that trainers are competent and qualified in terms of knowledge, skills, and attitudes required for delivery of a particular program.
Competencies	Combination of observable, measurable, and vital knowledge, skills, and attitudes associated with high performance on the job. Behavioral indicators are used to describe competencies so they are recognized when demonstrated.
Learners	DepEd employees or groups of employees who need and benefit from engaging in L&D interventions to perform their jobs at the desired proficiency level. They are also commonly referred to as "participants" in formal learning activities.
L&D Delivery Mode	Specific type of intervention that is applied to address a competency gap. There are several delivery modes under each L&D modality. (Example: Job enrichment, job rotation, and job shadowing are delivery modes under the Job-embedded Learning modality.)
L&D Delivery Platform	Specific method by which an L&D intervention is executed, i.e., whether face-to-face, online, or blended
L&D Governance and Enabling Mechanisms	The subsystem that establishes the policies and standards, structure and staffing, roles and responsibilities, budgets, and other support elements for overseeing and managing the L&D System
L&D Intervention	An activity undertaken by the Department to address a competency gap affecting individual or organizational performance. An intervention is usually identified as part of the Annual L&D Plan, but may also be undertaken to immediately address an emerging need. An intervention may take the form of any L&D delivery mode (e.g., training, coaching, etc.).
L&D Modality	The type of L&D delivery approach that is adopted to address a competency gap or set of competency gaps. DepEd identifies four clusters of L&D modalities: Job-embedded Learning; Relationship and Discussion-based Learning; Formal Learning; and Learning Action Cell.
L&D Program Management Team (PMT)	A group of DepEd personnel identified and assigned by the Program Owner to carry out specific L&D processes (e.g., needs assessment, designing, learning resource materials development, delivery, etc.)



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	PMT members typically come from the same office or unit as the Program Owner, and can be complemented by personnel from other offices or units that have a stake and/or expertise on the L&D program/intervention.
L&D Quality Assurance and Monitoring and Evaluation	The subsystem for ensuring compliance to quality standards, and assessing progress and results of L&D programs
L&D Resource Package Development	The subsystem for preparing delivery and learner materials that will support L&D program or intervention implementation, and facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job
Personnel Development Committee	A review and recommending body that leads in examining policies, guidelines, plans and other outputs of the L&D system, recommends improvements, and endorses them to the head of office for approval. It also serves as the Scholarship Committee that shall assist the head of office in the selection of the best-qualified employees for scholarship opportunities.
Professional Development	A long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. These include a range of activities that develop an individual's skills, knowledge, expertise, and other characteristics.
Technical Assistance	The process of providing targeted support to a bureau, office, division or school in that has expressed intention of availing professional assistance to address a certain L&D need or concern
Workplace Development Objectives	Hierarchy of expected gains from the L&D program; i.e., competencies, outputs, outcome, and impact. WDO is also referred to as the learning results chain.

SECTION 5. Guidelines on the Learning and Development Interventions

1. Basis of Learning and Development Interventions

- a) L&D needs identification and analysis shall be based on alignment between DepEd CDO's strategic direction with employee performance and competency gaps and career growth.
- b) The Division L&D Team shall prepare the Five-Year HRLD Plan with detailed strategies and budget.
- c) The Annual L&D Plan shall be prepared prior to the start of the year as a result of the analysis of the competency gap assessment and the consolidated LDNA Report submitted by the schools as basis for L&D and monitoring.
- d) The L&D interventions identified in the Annual L&D Plan shall take into consideration the workforce development needs. Moreover, all L&D programs shall be conducted primarily in connection with the competency gap assessment results generated.
- e) L&D hours per employee per year shall be based on the number of hours as indicated in the IDP.

2. Development and Approval of Learning and Development Interventions

- a) L&D programs shall require approval of the Schools Division Superintendent based on the review and recommendation of the Personnel Development Committee (PDC).
- b) School and Unit Heads shall review and approve the IDPs of all employees of their respective schools/offices. Prior to such approval, they shall check the appropriateness,



relevance, timeliness, cost-efficiency and effectiveness of the L&D interventions indicated in the IDPs.

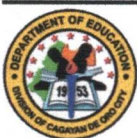
- c) The PDC through the HRDD may consult task experts who can communicate learning needs of teachers and employees. In developing and determining the learning objectives during the instructional design stage, the task experts should be assisted by L&D experts and subject matter experts. Moreover, program evaluation shall be considered in the instructional design to ensure better assessment of program effectiveness.

3. Equity and Access to Learning and Development Interventions

- a) DepEd CDO values inclusivity and treats each employee equally without discrimination to create an enabling environment free from barriers, prejudices or preferences. This is to ensure equal access to employment, advancement, and other employment opportunities at all levels of positions.
- b) DepEd CDO is an equal opportunity employer. No one shall be discriminated from participating in and accessing L&D interventions based on but not limited to age, sex, gender, sexual orientation, ethnicity, political affiliation, religion, economic and social status, and physical disability.
- c) Both men and women shall be equally encouraged and given opportunity to give their views and provide inputs to the discussion and other activities in any L&D intervention.
- d) The conduct of L&D programs shall ensure equal, adequate, and safe participation of women and men, and those groups with special needs taking into consideration the following:
 - developmental needs of the individual as the basis for provision of and access to L&D;
 - appropriateness of logistical arrangements such as training schedule, venue, safe transportation and lodging, facilities, and meals; and
- e) The L&D implementers shall ensure gender balance and equity among participants and learners, as far as practicable. (Please refer to Annex K re: DO 02 s. 2020 : Equal Employment Opportunity Policy)

4. Certificate of Completion and/or Appearance

- a) A Certificate of Completion/Participation and Appearance shall be awarded/given to a participant or learner who has met the following:
 - Accomplished the online registration;
 - Attended and participated in at least 90% of the session hours;
 - Submitted the required outputs;
 - Completely submitted the daily online evaluation and end of the program evaluation; and
 - Submitted the travel order,
- b) The L&D implementer shall ensure accurate recording of attendance and list of submitted outputs as certified by the concerned training staff.
- c) Development interventions outside of a formal training may be declared as satisfying the training requirement through the recommendation of the HRDD.
- d) All certificates of completion/participation issued in the region shall be attested by the head of school or office, or their authorized signatories in their absence.
- e) A unique certificate code is indicated in every certificate of completion/participation issued to every participant who completed a Learning and Development Activity/Program.



SECTION 6. Learning and Development Subsystems

1. Governance and Enabling Mechanisms (GEM)

Definition

Governance and Enabling Mechanisms (GEM) is the subsystem that establishes the policies and standards, structure and staffing, roles and responsibilities, budget, and other support elements for overseeing and managing the L&D System.

Purpose

The subsystem defines the organizational arrangements and accountability for ensuring the L&D System is aligned with and supportive of DepEd's strategic goals and priorities and provided with financial and other support necessary for its effective and efficient implementation.

Responsibilities

Division PDC	School PDC
<u>L&D Governance</u> • Together with SDS, cascades DEDP directions and priorities which will serve as anchor for all L&D programs/ initiatives of own schools division • Recommends L&D policy improvements • Develops and/or implements guidelines for the selection of nominees for L&D and scholarship programs, in accordance with DepEd policies • Serves as the Scholarship Committee that screen and endorse nominees from the division and schools for programs for approval by the Regional Director • Recommends designation of L&D PMT, if needed, to implement one or more L&D subsystems	<u>L&D Governance</u> • Together with School Head/ Principal, cascades SIP directions and priorities which will serve as anchor for all L&D programs/ initiatives of school or learning center • Recommends L&D policy improvements • Develops and/or implements guidelines for the selection of nominees for L&D and scholarship programs, in accordance with DepEd policies • Serves as the Scholarship Committee that screen and endorse nominees from the schools for scholarship programs for approval by the Schools Division Superintendent. • Recommends assignment of L&D PMT, if needed, to implement one or more L&D subsystems
<u>L&D Needs Assessment</u> • Reviews and approves LDNA plan, and direct the L&D PMT to proceed with the conduct of the LDNA • Reviews and endorses LDNA report to the SDS for approval	<u>L&D Needs Assessment</u> • Reviews and approves LDNA plan, and direct the L&D PMT to proceed with the conduct of the LDNA • Reviews and endorses LDNA report to School Head/ Principal for approval
<u>L&D Planning</u> • Reviews S-SPPDs for inclusion in the DO-SPPD • Reviews and endorses DO-SPPD to SDS for approval	<u>L&D Planning</u> • Reviews and endorses S-SPPD to School Head/Principal for approval
<u>L&D Designing and Resource Package Development</u> • Reviews and endorses designs and learning resource packages for L&D interventions, developed by assigned PMT, for approval by the SDS	<u>L&D Designing and Resource Package Development</u> • Reviews and approves designs and learning resource packages for L&D interventions, developed by assigned



	PMT, for approval by School Head/Principal
<u>L&D Delivery</u> Tracks progress of L&D program delivery and update SDS	<u>L&D Delivery</u> Tracks progress of L&D program delivery and update School Head/Principal
<u>L&D QAME</u> - Ensures that L&D QAME processes, procedures, and reporting are implemented by the Schools Division Office - Reviews and endorses report on DO-SPPD accomplishments and results to the SDS for approval	<u>L&D QAME</u> - Ensures that L&D QAME processes, procedures and reporting are implemented by the school or learning center - Reviews and endorses report on S-SPPD accomplishments and results to the School Head/Principal for approval

2. Learning and Development Needs Assessment (LDNA)

Definition

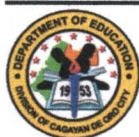
Learning and Development Needs Assessment (LDNA) is the subsystem for determining the professional development needs of the Department's personnel in key performance areas, as basis for identifying L&D programs.

Purpose

The subsystem provides processes for identifying competency gaps that affect individual and organizational (team, office or school) performance. It establishes baseline data on competency levels of personnel and provides basis for tracking progress towards desired levels of proficiency. It gives direction to professional development programs in addressing identified competency gaps, so that the resulting performance improvement contributes to the achievement of organizational goals. The output of the subsystem is the LDNA Report, which contains information (e.g., prioritized competency gaps) that will guide the planning and designing of L&D programs.

Guidelines

- LDNA is a basic requirement for any L&D program, and the results of which inform subsequent L&D subsystems across governance levels.
- LDNA shall be conducted at least once a year as input to the annual L&D planning and budgeting process so that key L&D programs are included in the concerned office's Work and Financial Plan (WFP).
- LDNA is done as the need arises, such as an individual's assumption of office or transfer to a new position, changes in management and/or strategic priorities and others, to ensure learning needs are addressed in a timely manner and do not hamper effective performance.
- Individual LDNA shall be done for all employees at least once a year as part of the Results-based Performance Management System (RPMS). This is accomplished (at the end of the academic year for schools, and end of the calendar year for non-teaching personnel) through its Phase III: Performance Review and Evaluation, and Phase IV: Performance Development Planning, which produces the Individual Performance Commitment and Review Form-Individual Development Plan (IDP). The IDP is an input to the LDNA for the office and/or the job group to which the employee belongs. Progress on the IDP is regularly monitored to ensure completion of committed L&D activities and achievement of learning objectives.
- LDNA is a collaborative process involving the Personnel Development Committee (PDC), the L&D Program Management Team (PMT) conducting the LDNA, heads of offices that



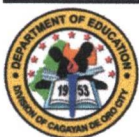
are the target of the LDNA, and individual employees. Roles and expectations from each of these stakeholders shall be clarified at the beginning of the process.

6. An LDNA Plan approved by the PDC of the office/school is required before proceeding with any data gathering activities.
7. Participation in LDNA data gathering activities must be approved by the immediate supervisor of the target personnel respondent or informant. It is expected that the protocols of inviting DepEd personnel to participate in any activity are observed.
8. Individuals or teams conducting LDNA are expected to adhere to established processes and standards of LDNA to ensure validity and reliability of results.
9. The LDNA Report shall be submitted to the respective head of office through the PDC within 15 days upon completion of LDNA data gathering process.
10. Confidentiality shall be observed in the conduct of LDNA and all information shall be used for the intended purpose only.
11. The use of technology, such as online LDNA, is recommended where appropriate and feasible, for ease in administration, data gathering, consolidation, and analysis.

LDNA Quality Standards

a) The LDNA Plan shall contain the following key elements:

- Background and Rationale clearly presents the context within which the LDNA is conducted, and the importance of this LDNA.
- Objectives are clearly stated
- Data Requirements and Data Sources describe the nature of relevant data to be gathered, and where they can be obtained.
- Methodologies and Tools are appropriate given the data requirements.
- Implementation Details are specified
- LDNA Plan provides mechanisms for meaningful involvement of relevant stakeholders (such as target jobholders, immediate supervisors, and management) to build ownership and commitment to the LDNA process and results.
- LDNA Plan uses inclusive and bias-free language (including examples and illustrations), and adheres to DO 32, series of 2017 entitled "Gender-Responsive Basic Education Policy"; DO -, series of 2018, entitled "Policy on the Provision of Educational Services to Learners with Disabilities"; DO 51, series of 2014, entitled "Guidelines on the Conduct of Activities and Use of Materials Involving Aspects of Indigenous Peoples Culture"; DO 41, series of 2017, entitled "Policy Guidelines on Madrasah Education in the K to 12 Basic Education Program"; and DO 40, series of 2012, entitled "DepEd Child Protection Policy".
- The LDNA Report shall contain the following elements:
 - Executive Summary captures the objectives, key findings, conclusions and recommendations of the LDNA.
 - Background and Rationale discusses the context within which LDNA is conducted, and the importance of this LDNA.
 - Objectives of the LDNA are stated as indicated in the LDNA Plan.
 - Methodology discusses the processes and tools employed in gathering data on learning needs.
 - Key features of assessment tools used (e.g., number of items, rating scale, etc.) are described.
 - Efforts in ensuring validity and reliability of tools are explained.
 - Information about respondents in data collection activities are provided.
 - Data sources are up-to-date, credible, and verifiable.
 - Methods and sources used in validating data and findings are discussed.



- Assessment tool/s are attached as annex/es.
- Limitations or factors related to the LDNA process or methodology that may have affected the results of the assessment or influenced the interpretation of findings are identified.
- Assessment Results are presented in a coherent manner.
- Conclusion highlights key findings and their implications.
- Attachments include relevant supporting documents and information
- Mechanisms to ensure an inclusive and respectful LDNA process were implemented as indicated in the LDNA Plan.
- Deviations from LDNA Plan are identified and reasons or justification for changes are provided.

LDNA Key Processes

Learning needs are uncovered at one or more of three levels.

- individual competency development needs that directly relate to improving performance on the job;
- group competency development needs that pertain to meeting performance requirements of a specific role, function or area of work; and
- organizational competency development needs that result from changes in strategic directions and priorities requiring new or strengthened competencies to implement organization-wide reforms or programs.

LDNA Roles and Responsibilities

Schools Division Level	Schools Division Superintendent (SDS) • Approves assignment of LDNA PMT members to conduct needs assessment • Reviews and approves LDNA Report as endorsed by the Division PDC
	Schools Division PDC • Recommends assignment of LDNA PMT members to conduct needs assessment • Reviews LDNA Plan submitted by PMT and if needed, endorses to external QAME team for quality assessment • Reviews and approves LDNA Plan and initiates conduct of LDNA • Review and endorses LDNA Report to SDS for approval • Oversees LDNA PMT's conduct of needs assessment
	LDNA Program Management Team • Applies LDNA processes, tools and standards in conducting division level needs assessment • Prepares LDNA Plan and submits to PDC for review and approval • Prepares LDNA Report and submits to PDC for review • Seeks guidance from QAME Team and HRDS on LDNA processes, tools and standards, if needed
	Schools Governance and Operations Division (SGOD) • Applies LDNA processes, tools, and standards in conducting division level needs assessment as lead in SDO LDNA • Provides technical assistance and develops capability of other functional divisions, schools and learning centers on LDNA processes, as needed • Collates Individual Development Plans (from RPMS-IPCRF) of schools division office personnel for inclusion in the SDO LDNA



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	- Monitors the school division office's adherence to LDNA processes and standards by conducting quality assurance checks - Reviews LDNA Plan and LDNA Report vis-à-vis the appropriate Quality Assurance Guides, and provides feedback to PMT and PDC
	Curriculum Implementation Division (CID) - Serves as subject matter expert on content areas of L&D programs for teaching personnel managed by the SDO - Acts as PMT member in the conduct of LDNA, as assigned by the SDO-PDC
School Level	School Head - Approves assignment of LDNA PMT members to conduct need assessment - As chair of the school PDC, reviews and approves the LDNA Plan and LDNA Report
	School PDC - Recommends assignment of LDNA PMT members to conduct LDNA to the school head - Together with school head, reviews and approves the LDNA Plan and LDNA Report
	LDNA Program Management Team - Applies LDNA processes, tools and standards in conducting school level needs assessment, with assistance from the division office, if needed - Prepares LDNA Plan and submits it to PDC for review and approval - Prepares LDNA Report and submits to PDC review and approval - Seeks guidance from SGOD on LDNA processes, tools and standards, as needed
Immediate Supervisor in all governance levels	- Works with employees to identify individual learning needs through RPMS-Performance Review and Evaluation Phase, and RPMS-Development Planning Phase - Conducts additional individual level LDNA of employees to supplement RPMS data, if needed - Participates in the conduct of LDNA by providing data and supplying secondary data, as needed
Employees in all governance levels	- Identifies own learning needs through RPMS - Performance Review and Evaluation Phase, and Development Planning Phase - Participates in the conduct of LDNA by providing reliable and valid data

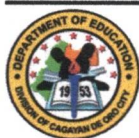
3. Learning and Development Planning (LDP)

Definition

Learning and Development Planning (LDP) is the subsystem for identifying and mapping the Learning and Development (L&D) programs and their implementation requirements, to address priority competency gaps identified in the Learning and Development Needs Assessment (LDNA) Report.

Purpose

The subsystem provides processes for clarifying strategic performance goals, developing Workplace Development Objectives (WDOs), identifying L&D programs to address competency gaps along performance areas, and determining resources needed for implementation.



The subsystem helps ensure that L&D programs are composed of “strategic interventions anchored on DepEd’s mandate, goals, and national policies such that implementation of programs constitute or support the Department’s core business.”

Two outputs are produced from the subsystem:

- Strategic Plan for Professional Development (SPPD) - maps out L&D programs to develop competencies essential to achieving strategic performance goals over a six-year period for the division levels and a three-year period for schools.
- Annual Plan for Professional Development (APPD) - maps out yearly implementation of the SPPD.

Guidelines

1. Strategic L&D planning is harmonized with the Department’s strategic planning (which is anchored on the Philippine Development Plan), office performance commitment planning, and school improvement planning processes.
2. L&D planning is aligned with the DepEd’s planning and budgeting cycle.
3. L&D planning is informed by the results of L&D needs assessment.
4. L&D planning covers all teaching and non-teaching personnel at all governance levels, regardless of gender, disability, indigenous grouping, age, religious and/or ethnic background, etc
5. L&D planning is competency-based, using available competency standards (e.g., Philippine Professional Standards for Teachers and competency-based job descriptions) as reference for mapping out L&D programs.
6. L&D planning processes are carried out at different governance levels, outputs of which are integrated into a Department Strategic Plan for Professional Development.
 - a. Schools Division Office Strategic Plan for Professional Development (SDO-SPPD)
 - b. School Strategic Plan for Professional Development (S-SPPD)
7. The SPPD is integrated into the strategic plan of each governance level to ensure alignment with the direction of the respective offices/schools. The implementation plan for each year of the SPPD is translated into the Annual Plan for Professional Development.
8. The Annual Plan for Professional Development is integrated into the Annual Implementation Plan and Work and Financial Plan of offices at each governance level.
9. L&D planning is a collaborative and iterative process that involves a series of consultations among the Personnel Development Committee, key offices, and stakeholders from all governance levels.
10. The SPPD is reviewed and approved by the portfolio manager for specific governance levels before subsequent subsystems are executed (e.g., design, development, delivery, etc.).

LDP Quality Standards

1. L&D planning is based on the results of a systematic learning needs assessment.
2. The SPPD consists of programs/interventions that are responsive to identified priority competency gaps.
3. Each L&D program uses the appropriate learning intervention or combination of interventions under any or all of the following modalities:
 - a) Job- embedded learning

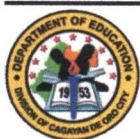


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- b) Relationship and discussion-based learning
- c) Formal learning
- d) Learning Action Cell

Roles and Responsibilities

Schools Division Level	Schools Division Superintendent (SDS) • Approves assignment of LDP PMT members to formulate SDO-SPPD • Reviews and approves SDO-SPPD as endorsed by the Division PDC • Submits SDO-SPPD to regional office for review and inclusion of L&D programs elevated by the SDO to the regional office in the RO-SPPD
	Schools Division PDC • Recommends assignment of LDP PMT members to formulate the SDO-SPPD • Reviews draft SDO-SPPD and gives feedback to PMT for refinements, as needed • Reviews final write-up of SDO-SPPD Plan submitted by PMT, and endorses to external QAME Team for quality assessment • Endorses final write-up of SDO-SPPD for SDS's approval • Oversees PMT's formulation of L&D planning
	LDP Program Management Team • Applies L&D planning processes, tools, and standards in formulating the SDO-SPPD • Reviews SPPD submitted by the different schools and determine programs for inclusion in the SDO-SPPD • Prepares draft 6-year SDO-SPPD implementation plan and submits to PDC for review • Prepares full write-up of SDO-SPPD (including M&E Plan, Risk Management Plan, and Advocacy and Communication Plan), and submits to PDC for review • Uses the L&D Planning Quality Assurance Guide for internal quality-check of SDO-SPPD • Seeks guidance from QAME Team and HRDS on LDP processes, tools and standards, as needed
	School Governance and Operations Division • Applies LDP processes, tools, and standards in formulating SDO-SPPD as lead in L&D planning • Provides technical assistance and develops capability of other functional units in the schools division office, schools, and learning centers LDP, as needed • Reviews and consolidates plans for professional development of functional divisions in the region, and L&D programs elevated by schools and learning centers for inclusion in the SDO-SPPD • Reviews SDO-SPPD vis-à-vis SPPD Plan Quality Assurance Guide, and provides feedback to PMT and PDC
	Curriculum Implementation Division



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	- Serves as subject matter expert on content areas of LDNA for teachers, school leaders, and teaching-related personnel managed by the SDO - Acts as PMT member in the preparation of SDO-SPPD, as assigned by the SDO-PDC
School Level	School Head/Principal - Approves assignment of LDP PMT to formulate S-SPPD - As chair of the school PDC, reviews and approves S-SPPD
	School PDC - Recommends designation of PMT, if needed, to conduct L&D planning - Together with school head, reviews and approves SPPD
	L&D Program Management Team - Recommends assignment of LDP PMT members to formulate the S-SPPD to the school head - Together with school head, reviews and approves the S-SPPD

4. Learning and Development Program Designing (LDPD)

Definition

L&D Program Designing (LDPD) is the subsystem for conceptualizing and mapping out the elements of the specific program or intervention that will address a set of competency gaps identified in the L&D needs assessment.

Purpose

The subsystem provides processes for formulating and ensuring comprehensiveness and coherence of various design elements: target learners, learning objectives, outputs, content, methodologies, and resources needed for implementation. The intervention design, which is the subsystem's output, serves as the blueprint for developing learning resource packages, implementing the intervention, and establishing follow-through mechanisms to ensure learning application. The subsystem likewise provides for review and finalization of the initial M&E Plan that was developed during the annual L&D planning.

Guidelines

1. LDPD standards and processes apply to all L&D modalities.
2. LDPD processes are collaborative, involving the head of office of the concerned governance level, the Personnel Development Committee (PDC), and the assigned LDPD Program Management Team (or design team), subject matter experts, and where feasible and practicable, a sampling of target learners and/or their leaders. At the minimum, design should be validated with offices where target learners are coming from.
3. Existing L&D designs may be applied as is, only after a thorough review indicates that it is fully responsive to the competency development needs of the target learners.

LDPD Quality Standards

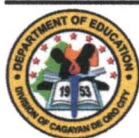
The L&D intervention design should be comprehensive, efficient, and directly responsive to the findings and recommendations in the LDNA Report.



1. All intervention designs, regardless of modality, shall contain the following key elements:
 - Intervention title
 - Background and rationale
 - Intervention description (including target competency/competencies, target learners, any pre-requisites, duration, and proposed CPD credit units)
 - Profile of target learners, including baseline data on proficiency level
 - Workplace Development Objectives (learning results chain) to which the intervention will contribute
 - Terminal and enabling objectives
 - Detailed L&D intervention design (containing time, session objectives, outputs, content areas, methodologies, nominated Program Management Team and learning service providers who will deliver the intervention, and resources)
 - Follow-through Job-embedded Learning (JEL) or Workplace Application Project (WAP) plan
 - Monitoring and Evaluation Plan
2. Background and rationale clearly present the context of the L&D intervention and why it is important to be implemented for the target office(s) and learners. (This includes reference to the Strategic Plan for Professional Development of the schools division office, or school; and the respective offices' Work and Financial Plan, among others.)
3. Statement of Workplace Development Objectives (WDO) shows alignment of the L&D intervention with DepEd's strategic objectives.
4. L&D design is competency-based:
 - L&D design is based on the result of competency-based L&D needs assessment.
 - Competencies for development are used as basis for determining the design elements, particularly learning objectives, outputs, content areas, and methodologies.
5. Intervention design complies with Gender equality, disability, and social inclusion (GEDSI)
6. Intervention learning objectives are relevant and responsive to the competencies for development.
7. Terminal and session outputs are relevant to the competencies for development, and can be realistically produced by learners within available time.
8. Content areas support achievement of learning objectives.
9. Delivery methodologies facilitate achievement of learning objectives.
10. Schedule of activities is appropriately sequenced and timed.
11. Nominated Program Management Team members to deliver the intervention are identified.
12. All needed learning resource materials, supplies, and equipment to support delivery of learning sessions are identified and appropriate for the requirements of diverse learners.
13. Follow-through Job-Embedded Learning (JEL) or Workplace Application Project (WAP) shows how learners can apply newly acquired competencies.
14. The M&E Plan for the specific L&D intervention is relevant and comprehensive.

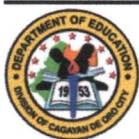
Roles and Responsibilities

Division Level	Schools Division Superintendent (SDS) • Approves assignment of LDPD PMT • Reviews and approves Intervention Design and Proposal Package as endorsed by the schools division PDC
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	Schools Division PDC • Recommends composition of LDPD PMT members to design L&D interventions to SDS • Reviews the Detailed L&D Intervention Design Template, and gives feedback to LDPD PMT • Reviews Intervention Design and Proposal Package, and if needed, requests external L&D QAME team to review • Endorses Intervention Design and Proposal Package for SDS approval • Oversees LDPD PMT's intervention design work
	LDPD Program Management Team (PMT) • Applies LDPD processes, tools, and standards in developing the intervention design • Prepares Detailed L&D Intervention Design Template and submits it to PDC for review • Prepares full write-up of Intervention Design and Proposal Package and submits it to PDC for review • Seeks guidance from SGOD/ external L&D QAME team and HRDS, as needed, on design processes, tools, and standards
	SGOD • Provides technical assistance to the LDPD PMT, functional units in the schools division office, schools and learning centers on LDPD, as needed • Capacitates other functional units in the schools division office, schools and learning centers on LDPD, as needed • Applies LDPD processes, tools, and standards, if assigned as member of the LDPD PMT • Collaborates with Curriculum Implementation Division (CID) and other offices/units concerned on content, as needed • Reviews Intervention Design and Proposal Package vis-à-vis L&D Intervention Design Quality Assurance Guide, and provides feedback to PMT and PDC
	School Head • Approves assignment of LDPD PMT members to design L&D interventions • As chair of the school PDC, reviews and approves L&D intervention designs
	School PDC • Together with school head, reviews and approves L&D intervention designs • Recommends composition of LDPD PMT members to design L&D interventions to school head
	LDPD Program Management Team • Applies LDPD design processes, tools, and standards in designing school level L&D interventions, with assistance from the division office
School Level	



5. Learning and Development Resource Package Development (LDRPD)

Definition

Learning and Development Resource Package Development (LDRPD) is the subsystem for preparing delivery and learner materials that will support implementation of learning and development (L&D) programs or interventions. They are developed to facilitate learners' acquisition of knowledge, skills, and attitudes, and application of the same back on the job.

Purpose

The subsystem provides processes for identifying, conceptualizing, producing, and evaluating quality and responsive learning resource packages based on the L&D design. Outputs are delivery materials that will be used by the L&D Program Management Team (PMT) and learning service providers during actual conduct, as well as learning aids that will be used by learners before, during, and after the program or intervention. Monitoring and evaluation instruments (e.g., pre-test and post-test items) are also developed and quality assured.

Guidelines

1. LDRPD processes and standards apply to all L&D modalities.
2. LDRPD is a collaborative process involving the Program Owner, Program Management Team, and subject matter experts.
3. Existing learning resource packages may be adopted as is, only after a thorough review indicates that they are:
 - fully responsive and sufficient to meet the requirements of the L&D intervention based on the L&D design; and
 - compliant with all quality standards.
4. L&D resource packages that are developed and/or rolled out by NEAP and bureaus in the Central Office to the field, other bureaus, and units may be customized and/or enhanced to suit specific needs of target learners. Likewise, the Central Office may adopt or enhance L&D resource packages developed by a region or field office for roll out to schools.
5. All L&D resource packages pass evaluation and validation by subject matter experts and approving authority, before their finalization and uploading to the L&D Information System (LDIS) and DepEd Learning Portal.

LDRPD Quality Standards

1. Types and combination of materials (e.g., projected slides for presentation, worksheets and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.
2. Content of learning resource package will contribute to achievement of learning objectives.
 - aligned with session objectives and topics specified in the design
 - appropriate to learning preferences and current proficiency level of target learners
3. Content of learning resource package is accurate and authority-based.
4. Learning resource package adheres to DepEd branding guidelines contained in the Service Marks Manual.
5. Learning resource package complies with gender equality, disability, and social inclusion (GEDSI) principles.



6. Learning resource package observes correct spelling, grammar, and word usage.
7. Learning resource package can be easily customized to suit specific learning needs of target learners.
8. Learning resource package uses appropriate technologies whenever available and cost-effective.
9. Printed learning resource materials are readable, organized, and well laid-out.

Roles and Responsibilities

Division Level	Schools Division Superintendent (SDS) • Approves assignment of LDRPD PMT members to develop L&D resource packages • Reviews and approves L&D resource packages as endorsed by the schools division PDC
	Schools Division PDC • Approves school initiatives in L&D resource package development • Recommends composition of LDRPD PMT members for L&D resource package development to SDS • Reviews learning resource packages (with possible assistance from experts) for internal quality review • Endorses learning resource packages for SDS approval • Oversees LDRPD PMT's learning resource package development work
	LDRPD Program Management Team • Applies LDRPD processes, tools, and standards in developing learning resource materials • Conducts alpha and beta testing of learning resource packages • Seeks guidance from HRDS on LDRPD processes, tools, and standards, as needed Note: LDRPD Program Management Team works closely with Curriculum Implementation Division (CID)-Learning Resource Management, which: • Develops contextualized learning resources by learning area for schools and learning centers • Quality assures learning resources for the use of schools and learning centers • Provides technical assistance to schools and learning centers in line with the development, production, storage, and distribution utilization of learning materials
	SGOD • Applies LDRPD processes, tools, and standards in developing resource packages for division level L&D interventions • Provides technical assistance on developing L&D resource packages to schools division offices, schools, and learning centers • Reviews learning resource packages vis-à-vis Learning Resource Package Quality Assurance Guide and provides feedback to PMT and PDC
School Level	School Head • Approves assignment of LDRPD PMT members to develop L&D resource packages • As chair of school PDC, reviews and approves L&D resource packages
	School PDC • Recommends composition of LDRPD PMT members to develop L&D resource packages, for approval of school head



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	• Together with school head, reviews and approves L&D resource packages
	Program Management Team • Applies LDRPD processes, tools, and standards in developing resource packages for school level interventions, with assistance from the division office

6. Learning and Development Program Delivery (LDD)

Definition

L&D Program Delivery (LDD) is the subsystem for implementing the program or intervention for intended learners based on the design, using the learning resource packages that have been developed to facilitate competency development.

Purpose

The subsystem provides processes and standards for orchestrating the various tasks before, during, and after the conduct of an L&D intervention to ensure that learning objectives are met; the learning and welfare needs of learners, learning service providers, and Project Management Team are attended to; and resources are used in the most efficient and effective manner.

Guidelines

1. Processes and standards for LDD apply to all L&D modalities. Execution may be modified depending on specific L&D modalities:
 - Formal learning
 - Job-embedded learning
 - Relationship and discussion-based learning
 - Learning Action Cells
2. LDD is anchored on the design (which includes the accomplished detailed intervention design template, budget, resources, etc.)
3. LDD adheres to adult learning principles and conditions.
4. LDD is a collaborative process involving the Program Owner, Program Management Team for delivery, and learning service providers (facilitators, resource persons, coaches, mentors, etc.).
5. LDD complies with gender equality, disability, and social inclusion (GEDSI) principles.
6. The learners take the center stage during L&D intervention delivery. All activities are carried out to support the learning process and meet learning objectives.
7. All L&D interventions must be delivered and managed by competent learning service providers and Program Management Team.
8. The Program Owner finalizes the composition of the LDD Program Management Team (indicated in the L&D intervention design) that will be responsible for overseeing pre-implementation, implementation, and post-implementation processes and resources. Composition of the team will depend on the L&D modality, as well as available human resources that may be tapped by the implementing office/school.
9. All L&D interventions must have adequate logistical support and arrangements that meet implementation requirements of the intervention design.
10. Formal L&D interventions for national roll-out shall undergo pilot testing, which involves the application of all LDD standards and processes, and implementation of all planned activities according to the detailed L&D intervention design.

LDD Quality Standards

1. LDD Program Management Team (PMT) structure and composition is adequate in number and competency mix to perform roles.



2. Target learners identified in the design are the ones invited.
3. L&D resources are always available and optimized to support program implementation, and responsive to welfare needs of learners, learning service providers, and LDD PMT.
4. Content and methodologies are delivered according to adult learning principles and conditions. Learning progress of learners is monitored, facilitated, and supported.

ROLES AND RESPONSIBILITIES

Division Level	Schools Division Superintendent (SDS) • Approves assignment of LDD Program Management Team (PMT) members to deliver L&D interventions • Approves final pre-delivery arrangements, including terms of reference and contracts of external learning service providers and other suppliers • Tracks intervention delivery through updates from PDC and takes appropriate action, as necessary • Reviews and approves L&D Intervention Completion Report
	Schools Division PDC • Reviews and endorses composition of LDD PMT members to SDS for approval • Reviews and endorses final pre-delivery arrangements (including terms of reference and contracts of external learning service providers and other suppliers) to SDS for approval • Tracks actual conduct of the intervention through updates from LDD PMT and provides assistance to PMT, if needed • Provides updates on LDD to SDS based on PMT report • Reviews Intervention Completion Report (including intervention evaluation) and endorses to SDS for approval
	L&D Program Management Team (PMT) • Applies LDD processes, tools, and standards in implementing regional L&D interventions • Ensures that all pre-delivery, actual delivery and post-delivery tasks along the following areas are carried out to support achievement of program objectives: • Team management • Program management • Resource and welfare support management • Learning management
	School Governance and Operations Division (SGOD) • Applies LDD processes, tools, and standards in implementing division level L&D interventions • Provides technical assistance on LDD to schools division offices, schools, and learning centers • Performs external QAME functions to ensure that all pre-delivery, actual delivery, and post-delivery processes are carried out according to standards
School Level	School Head • Approves composition of LDD PMT members to deliver L&D interventions • Together with school PDC, reviews and approves L&D intervention delivery arrangements (e.g., logistics, venue, contracting, etc.)
	School PDC



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	• Together with school head as PDC chair, reviews and approves L&D intervention delivery arrangements (e.g., logistics, venue, contracting, etc.) • Recommends composition of LDD PMT members to deliver L&D interventions, for approval of school head
	LDD Program Management Team • Applies LDD processes, tools, and standards in delivering school level L&D interventions, with assistance from the schools division office if needed

7. Learning and Development Quality Assurance, and Monitoring and Evaluation (QAME)

Definition

Quality Assurance, and Monitoring and Evaluation (QAME) is the subsystem for ensuring compliance to quality standards (QA); and assessing progress and results (M&E) of L&D programs and interventions.

QAME are two interrelated processes (Figure 27). QA and M&E both assess the implementation and results of L&D programs. QA checks on the conduct of L&D cycle activities (i.e., from needs assessment to pre-delivery), and the outputs of these activities against a set of quality criteria. M&E measures the delivery, post-delivery, workplace application, and the outcomes and impacts resulting from L&D programs. Throughout these processes, technical assistance is provided when needed, through feedback, advice, coaching or other interventions to address issues and improvement areas uncovered through QAME. QAME has a developmental perspective and focuses on learning and support. The provision of technical assistance contributes to building the capacity of L&D implementers and enhances the L&D intervention's chances for successfully achieving desired results.

For monitoring and evaluation of L&D programs, Kirkpatrick's model for evaluation is adopted. Figure 1 shows the particular aspects of L&D that are measured.

Level 1 – Reaction – the degree to which learners find the L&D intervention favorable, engaging and relevant to their jobs

Level 2 – Learning – the degree to which learners acquire the knowledge, skills, attitude, confidence and commitment based on their participation in the L&D intervention

Level 3 – Behavior – the degree to which learners apply what they have learned from the L&D intervention when they are back on the job

Level 4 – Results – the degree to which targeted outcomes and impact objectives are achieved as a result of the L&D intervention

Purpose

This subsystem aims to maintain the efficiency, effectiveness and continuous improvement of the L&D System. It provides timely and supportive intervention to ensure immediate action or assistance in implementing the L&D system. QAME builds confidence that L&D programs will meet quality requirements and the needs of L&D stakeholders.



Guidelines

1. Quality standards shall be established for all L&D subsystems, specifically, needs assessment, planning, designing, learning resource development, and delivery.
2. Quality standards shall cover processes and key outputs of L&D subsystems.
3. L&D implementers must possess the necessary competencies to perform their roles and are knowledgeable and able to apply quality standards for L&D subsystems.
4. QAME complies with gender equality, disability, and social inclusion (GEDSI) principles.
5. The key indicators against which L&D programs are monitored and evaluated are established in L&D Planning, and further refined in the L&D Program Designing subsystem.
6. QAME are supportive and developmental processes. Feedback and technical assistance shall be given to the implementing unit or group during and at the end of QAME processes to ensure that issues are addressed in a timely manner and do not hinder progress towards objectives.
7. The immediate supervisor is responsible for monitoring the progress and evaluating the results of his/her employees' Workplace Application Project and/or any follow-through job-embedded, relationship-based learning, and learning action cell activities, in collaboration with SGOD in the SDO; or the school head/principal in the school.

Roles and Responsibilities

There are two types of L&D QAME processes:

Internal L&D QAME

The internal QAME process refers to quality assurance and monitoring and evaluation conducted by the team and office implementing L&D programs.

Internal QAME is an integral and vital part of the L&D intervention management, and the responsibility of those involved in implementing L&D programs.

The L&D PMT, the PDC, and School Head are jointly accountable for the quality and results of L&D programs within their area of responsibility. The PDC and Head of Office ensure that L&D standards are applied in all L&D activities in their office, and that set objectives are achieved.

External L&D QAME

The external L&D QAME process refers to quality assurance and monitoring and evaluation conducted by organizational units where the QAME of L&D programs is inherent in their function.

Office	Area of Responsibility
Schools Division SGOD	• All Schools Division L&D programs • Schools Division level L&D programs downloaded to District and School Levels, including LACs

External L&D QATAME covers the L&D programs within an area of responsibility. It ensures that all L&D PMTs, PDCs and school heads are able to perform QAME to their respective programs and are provided with TA when needed.

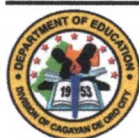
External L&D QATAME primarily takes on a strategic perspective. It involves reviewing and analyzing QAME data from QAME reports from across different L&D programs and



organizational units within an office (i.e. SDO, or school). It entails preparing reports on accomplishments and results of L&D programs vis-à-vis the Strategic and Annual PPD of the office.

The main players in QATAME are Head of Office, PDC and L&D PMTs with their Internal QATAME Associates; and the SGOD, and their External QATAME Associates.

Internal QAME Associate of the PMT <u>Operational QAME</u> • Adopts, adapts or develops, as needed, QAME tools for assigned L&D intervention • Conducts QAME of assigned L&D intervention ○ Together with the L&D PMT, completes the appropriate QA tool/s (i.e., QA Guide for subsystem being implemented) ○ Administers M&E tools during delivery and post-delivery • Processes data and analyzes results • Provides feedback to L&D PMT on QAME results • Provides TA, or assists L&D PMT in seeking external TA, if needed • Prepares the "L&D Intervention M&E Results" portion of the Program/ Intervention Completion Report • Submits reports to PDC through the PMT Program Manager Personnel Development Committee <u>Operational QAME</u> • Reviews accomplished QA Guides, and endorses them to the Head of Office for approval. • Reviews Program/Intervention Completion Reports, and endorses them to the Head of Office for approval <u>Strategic QAME</u> • Reviews periodic reports on the status or progress of L&D programs vis-à-vis SPPD, and endorses them to the Head of Office for approval • Reviews annual report on accomplishments and results of SPPD, and endorses it to the Head of Office for approval Head of Office/School <u>Operational QAME</u> • Reviews and approves QAME reports. • Provides copy of approved QAME reports to QAD	External QAME Associates of SGOD. <u>Strategic QAME</u> • Checks that all L&D PMTs under its area of responsibility perform QAME on L&D programs • Provides QAME tools and templates • Provides training/ orientation/ TA on conducting QAME processes, and using tools, as needed • Assists L&D PMTs in obtaining external TA, if needed • Reviews and analyzes reports across L&D programs within area of responsibility (e.g., Central Office, Regional Office, Schools Division Office, Schools) • Prepares consolidated periodic reports on status or progress of L&D programs (within area of responsibility) vis-à-vis Annual PPD • Prepares consolidated report on accomplishments and results of Strategic and Annual PPD of the office/ school • Submits reports to Head of Office through PDC
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<u>Strategic QAME</u> • Reviews and approves periodic reports on the status or progress of L&D programs vis-à-vis Annual PPD • Reviews and approves report on accomplishments and results of Strategic and Annual PPD • Submits reports to NEAP • Presents updates/ report on L&D accomplishments and results at the Program Implementation Review	
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Below shows the key players in L&D QAME across governance levels and their roles and responsibilities:

Schools Division Level	Schools Division Superintendent (SDS) • Tracks progress of L&D programs vis-a-vis SDO-SPPD and addresses issues, as needed • Reviews and approves periodic status reports, and the annual report on accomplishments and results of the SDO-SPPD • Reviews and endorses policy recommendations related to L&D based on QAME results
	Schools Division PDC • Ensures that LDQAME processes, procedures and reporting are implemented by the Division • Reviews and endorses periodic reports and the annual report on accomplishments and results of the SDO-SPPD for approval of the SDS
	L&D Program Management Team • Assigns the Internal QAME Associate for the team • Applies LDQAME processes, tools and standards in conducting LDQAME of assigned L&D intervention/s, guided by the LQAME plan • Prepares reports on assigned L&D intervention/s, guided by the LDQAME plan • Seeks guidance from SGOD on LDQAME processes, tools, and standards, as needed
	SGOD • Applies LDQAME processes, tools, and standards to division level L&D programs • Prepares periodic status reports and the annual report on accomplishments and results of SPPD for review by SDO PDC

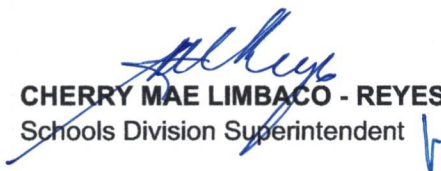


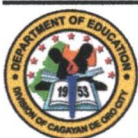
	Provides technical assistance and develops capability of other functional units in the schools division office, schools and learning centers on LDQAME
	Curriculum Implementation Division - Serves as subject matter expert on content areas of L&D programs for teaching personnel managed by the SDO - Acts as PMT member in the conduct of QAME, as assigned by the SDO-PDC
School Level	School Head - Tracks progress of L&D programs vis-a-vis S-SPPD. and addresses issues, as needed - Reviews and approves periodic status reports, and the annual report on accomplishments and results of the S-SPPD - Reviews and endorses policy recommendations related to L&D based on QAME results
	School PDC - Ensures that L&D QAME processes, procedures and reporting are implemented by the school - Together with school head, reviews and approves periodic status reports and the annual report on accomplishments and results of the S-SPPD
	L&D Program Management Team - Assigns the Internal QAME Associate for the team - Applies LDQAME processes, tools and standards in conducting LDQAME of assigned L&D intervention/s, guided by the LDQAME plan - Prepares reports on assigned L&D intervention/s, guided by the LDQAME plan - Seeks guidance from SGOD on LDQAME processes, tools, and standards, as needed

SECTION 7. Effectivity

This Learning and Development Policy shall take effect immediately upon approval by Schools Division Superintendent. This shall also be reviewed every year or as the need arises to ensure that the policy is being adhered to.

Approved by:


CHERRY MAE LIMBACO - REYES
 Schools Division Superintendent



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