Enhancing the Implementation of Learning Action Cell (LAC) Sessions in Naawan District Misamis Oriental Towards a Collaborative Professional Development Plan

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Abstract

This study highlights the effectiveness of Learning Action Cell (LAC) sessions as an inclusive professional development mechanism that fosters teacher growth across cognitive, emotional, and behavioral dimensions. The objectives were to examine the extent of teacher participation and collaboration in LAC sessions, determine the influence of consistent scheduling, contextual relevance, and facilitation quality on engagement, and propose strategies for sustaining professional development in diverse school contexts. A descriptive-qualitative design was employed, utilizing teacher reflections, session documentation, and collaborative outputs from public elementary schools in Naawan District, Misamis Oriental. Results revealed that teachers demonstrated high participation and meaningful collaboration regardless of demographic or professional differences, provided sessions were well-structured and contextually grounded. Sustained engagement was found to be critical in maximizing the impact of LAC on instructional improvement, even in challenging contexts such as remote and disadvantaged areas. Recommendations emphasize strengthening administrative support, tailoring professional development content to local needs, promoting collaborative engagement, addressing the realities of teachers in disadvantaged schools, managing workloads to reduce stress, and sustaining long-term participation. The study concludes that LAC serves as a universal and adaptable platform for enhancing teacher effectiveness and advancing educational quality, reaffirming its role in promoting equity and inclusivity in education.

Keywords: Educational Management; Learning Action Cell (LAC), Teacher Engagement, Instructional Improvement, Collaboration; Descriptive-Qualitative Approach, Documentation Analysis, Teacher Reflections; Philippines, Asia