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CAPACITY BUILDING AND PROFESSIONAL DEVELOPMENT



ALS-EST is a new program. It is crucial that implementers and stakeholders tasked to operationalize the Program undergo intensive and comprehensive training to develop their administrative, coordination, supervisory, and, most importantly, instructional skills and competencies.

Professional Development Framework

As stated in D.O. 42, s. 2017, The Philippine Professional Standards for Teachers (PPST):

“...makes explicit what teachers should know, be able to do and value to achieve competence, improved student learning outcomes, and eventually quality education. It is founded on teaching philosophies of learner-centeredness, lifelong learning, and inclusivity/inclusiveness, among others.”

PPST serves as a framework for all learning and development programs for teachers, ensuring they are properly equipped to effectively implement the K to 12 Program.

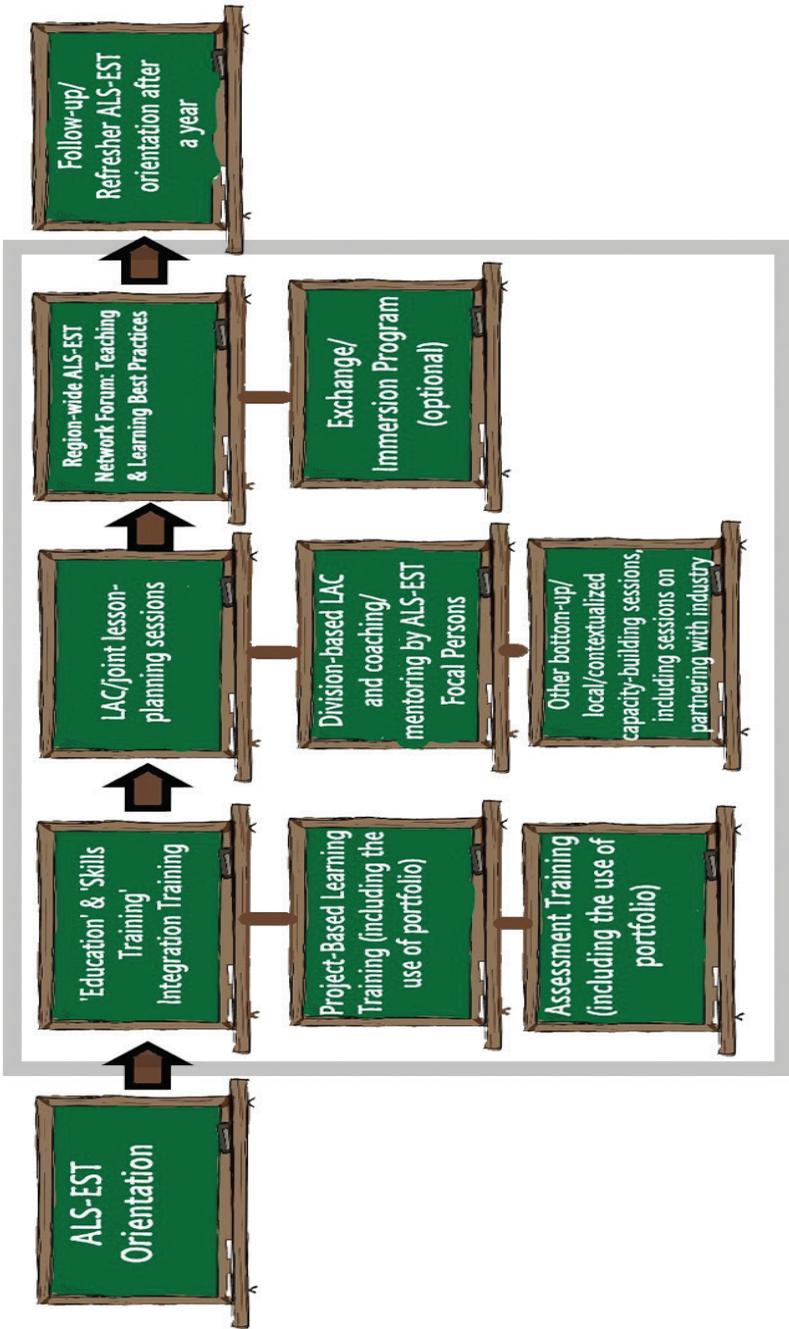
As such, PPST will also be the basis for the capacity building and professional development of ALS-EST Learning Facilitators, although it will be properly adapted to capture the program’s specific context. Such contextualization or adaptation is essential because ALS-EST caters to many adult learners, who are better motivated if learning satisfies their direct needs and interests (UNESCO 2012).

All DepEd teachers undergo the Teacher Induction Program, and the PPST Orientation. ALS teachers also undergo the ALS basic (five-day Basic Instructional Managers Training session) and enhancement trainings both at the national and local levels.

In addition to these, ALS-EST Learning Facilitators and other ALS-EST implementers will also be given specific capacity building trainings.

The recommended capacity building program is based on the critical competencies of an ALS-EST Learning Facilitator and existing professional development modes for teachers like Learning Action Cell (LAC) (see D.O. 35, s. 2016). The capacity building program also takes into account that “professional learning will be most effective when it is relevant, collaborative, and when it supports teachers to reflect on, question and consciously improve their practice” (AITSL, 2012).

Figure 11-1. Capacity Building Program for ALS-EST Learning Facilitators



Critical Competencies of ALS-EST Learning Facilitators

Learning Facilitators are required to have critical competencies based on the key elements of the ALS-EST Learning Delivery discussed in Chapter 6. Table 11-1 provides a summary.

Table 11-1. Critical Competencies of an ALS-EST Learning Facilitator/Tech-Voc Teacher

ALS-EST Learning Philosophy Element	Critical Competencies of an ALS-EST Learning Facilitator
Use of adult learning and constructivism principles	<ul style="list-style-type: none"> • Relates life experiences to lessons • Conducts group discussions, simulations and role-playing, and other sessions that are deliberately built into a lecture or larger group exercise in order to stimulate discussion and provide feedback to Learners (UNESCO Regional Guide and http:// www2.rgu.ac.uk/celt/pgcerttit/selecting/select18.htm)
Education that is centered on PBL, including portfolio development and assessment	<ul style="list-style-type: none"> • Supports Learners in their management of learning (from outlining and personalizing the project to creating Learner contracts, as well as portfolio development and presentation) • Develops portfolio rubrics with Learners • Uses portfolio development in formative assessment • Incorporates portfolio assessment in summative assessment
Skills training that is matched to local skills and the environment/ industry/community and provides many opportunities for immersion/ practicum	<ul style="list-style-type: none"> • Assesses the job demand of local industries vis-à-vis teacher capacity and school equipment • Collaborates with industries/businesses not just in terms of job demand but also in terms of immersion/exposure to industry • Establishes learning environments that are responsive to community contexts
Skills training that has a competency-based framework for learning	<ul style="list-style-type: none"> • Analyzes jobs to achieve occupational specifications and identifies and standardizes competencies by answering the question: What does the Learner need to learn to be effective in employment? • Models competencies, coaches Learners as they perform competencies (De Bruijn, 2012) • Uses competency-based assessment and certification

Table 11-1 continuation

ALS-EST Learning Philosophy Element	Critical Competencies of an ALS-EST Learning Facilitator
Seamless integration of education, technical skills, the six strands, work readiness skills, and learning-to-learn skills	<ul style="list-style-type: none"> • Develops curricula that integrates ‘education’ (subject areas and the six strands) with skills training, work readiness, and learning-to-learn skills • Ensures that lessons are holistic, practical, current, and, as much as possible problem-centered (not subject-centered) • Emphasizes creativity, innovation, and entrepreneurship in class discussions • Coordinates closely and collaborates on planning of learning sessions with other teacher/s and is able to do some team teaching • Equips Learners with critical thinking, skills, and values to be able to live and work effectively in the digital world • Technically, use of ICT is part of the six strands, but it needs to be emphasized more (Tindowen, Bassig, & Cagurangan, 2010).
Close coordination and collaboration with community members and other stakeholders	<ul style="list-style-type: none"> • Conducts Community Needs Assessment • Advocates for ALS-EST • Networks, builds partnerships, and continues to scope for possible partners • Coordinates the different ALS-EST activities with the concerned ALS-EST stakeholders (for example, parents, LGUs, as well as industry partners and TESDA)
Clear and consistent post-program support	<ul style="list-style-type: none"> • Provides career counseling to Learners that take into consideration background, interests, learning experiences, as well as contextual factors (support and barriers) • Acts as consultant to parents, OSY and adults, and other members of the community • Coordinates with ALS-EST stakeholders (government agencies, LGUs, private employers and industry partners) for post-program support activities such as job fairs, employment referrals, access to scholarships, access to seed capital, continuing professional education (for example, TVET)

Components of the Capacity Building Program

Central Office-led Capacity Building

The centrally-led capacity building program has four key components:

- ALS-EST Orientation
- ‘Education’ and ‘Skills Training’ Integration Training
- PBL Training
- Assessment Training

The ALS-EST Project Management Team (ALS-EST PMT) will design the four parts of the capacity building program. The ALS-EST PMT, ALS-EST partners and ALS focal persons from the Regional and Division Offices implement these trainings. (DepEd Memo 144, s. 2018)

Box 11-1. Learning Action Cells and ALS-EST

The school-based LAC sessions will be co-led by the school principal and the Academic Department Head and/or TVL Department Head, while the division-based ones will be led and managed by the Division’s ALS focal personnel. It is ideal for the principal and the Academic/TVL Department Head to include the Learning Facilitators in the school’s LAC orientation. The following link provides materials for the principal for him/her to conduct the orientation:

- LAC Guide for Leaders
<https://drive.google.com/drive/folders/0B8q6NR7hgAt5M0RGZzlqVTRHems>
- LAC Orientation
<https://drive.google.com/drive/folders/0B8q6NR7hgAt5RjN6UlpnYlhoTm8>

After the orientation, the ALS-EST LAC can be formed (it can be a LAC composed of a cluster of schools if that is more convenient, provided that all members have had the orientation). The LAC may use these materials for the first few sessions:

- <https://drive.google.com/drive/folders/0B8q6NR7hgAt5S2hfWUVvUmtWOHc>

The LAC can then focus on joint lesson planning or coordination of ALS-EST lessons. If it is possible, the members can try team teaching.

M&E tools are also part of the LAC Starter Kit:

- <https://drive.google.com/drive/folders/OB8q6NR7hgAt5NkVoaXhoZmlybzg> and both individual and group monitoring tools are available.

The individual learning journal or LAC Photo Journal is there not just to help with the M&E of LACs. While incorporating individual introspection in their daily ALS-EST teaching practice experiences (what is working well, what didn't work as well as expected, lessons learned, challenges faced) helps teachers focus the LAC discussions, its more crucial use is to facilitate processing and integration of new knowledge and to help practitioners when confronted with unfamiliar situations (Marzano, et al., 2012).

Local (Regional/Division/School-based) Capacity Building

In addition to the centrally-led capacity building program and in response to the particular needs of Learning Facilitators, other localized capacity building sessions can be conducted by the schools or division offices.

- Division-led support sessions can include topics on networking and stakeholder engagement to supplement the ALS trainings. Since a key element of ALS-EST is coordinating and collaborating with industry and TESDA, it is important that Learning Facilitators, schools, and divisions are guided on how to partner with them.
- The Regional Offices and ALS-EST PMT can also collaborate and launch Region-wide ALS-EST Network Forum sessions. The mechanics and office-in-charge of the optional exchange/immersion program will be determined during the region-wide ALS-EST network forum.
- Partner schools are free to initiate site visits to offices, factories, and related venues and nearby ALS-EST schools to benchmark their 'Skills Training.'
- Learning Facilitators are encouraged to create their own Learning Portfolios as they experience these different capacity building activities and go through their daily professional practice. Learning Portfolios are opportunities for self-reflection that help integrate new knowledge with current practice. Keeping a learning portfolio builds their familiarity and experience in portfolio management, and facilitate their task of guiding Learners in using portfolios for ALS-EST.

ALS-EST Orientation and Capacity Building for Other Personnel and Stakeholders

The following stakeholders, individuals and personnel are also included in the capacity building program:

- Principals and Academic or TVL Department Heads of the ALS-EST schools who serve as instructional supervisors of school-based ALS-EST Learning Facilitators (see Chapter 6, Learning Delivery)
- Regional and Division ALS Focal Persons, including Education Program Specialist II for ALS (EPSAs)
- Regional Directors (RD) and Schools Division Superintendent
- Key Finance Personnel [from schools to Central Office (CO)]
- Personnel of ALS-EST partners (from Learning Facilitators to Program Managers)
- LGU Officials, such as Governors, Mayors, and Barangay Officials

The above will be given the same ALS-EST Orientation given to the Learning Facilitators. Some will receive capacity building sessions after the ALS-EST Orientation (see Table 11-2). These sessions are in addition to the other capacity building sessions they already receive, for example, the School Heads' Development Program (SHDP), or Enhanced Trainings for Supervisors and other ALS training.

ALS-EST partners may either be resource persons and participants, depending on their strengths and training needs. Individuals from ALS-EST partner organizations may attend capacity building that is suited to their training needs. They will be informed of training given by the Central Office, as well as those led by the Division or Regional Offices.

Table 11- 2. ALS-EST Capacity Building for Other Personnel and Stakeholders

Personnel/ Stakeholders	Competencies	Capacity Building Needed	Suggested Trainer/s
Principal and Academic Department Head and/ or TVL Department Head	<ul style="list-style-type: none"> • Model professional learning, develop the professional capacity of teachers on ALS-EST, and foster a professional learning community on ALS-EST • Help facilitators assess market demand of the industries in its community or in nearby communities, teacher capacity, and school equipment to come up with suggested skill offerings 	<p>Integration of ALS and EST, as well as work readiness skills, PBL, and assessment trainings (they will attend as observers)</p> <p>Industry immersion (including interviews of industry leaders)</p>	<p>ALS-EST PMT, ALSEST partners, Regional and Division focal persons</p> <p>Schools will have to arrange for industry leaders to be the resource persons</p>
Principal and Support Staff [Finance Personnel of either the school (if school is an Implementing Unit (IU) or Division (if it's not an IU)]	<ul style="list-style-type: none"> • Manage school operations and resources for the implementation of ALS-EST • Manage ALS-EST financially (including budget preparation, accounting, and reimbursements) 	<p>ALS-EST procurement, administration, and financial management training</p>	<p>OSEC and ALS-EST PMT, Divisions</p>
Project Head (SDS) and other members [such as the ALS Division Focal Person/ EPSA or Public Schools District Supervisor (PSDS)]	<ul style="list-style-type: none"> • Provide technical assistance to ALS-EST Learning Facilitators and lead division-based LAC sessions • Help ALS-EST teachers look for and contextualize learning resources • Design and (co-) implement capacity building sessions for ALS-EST Learning Facilitators • Research, M&E 	<p>EST integration, PBL, and assessment trainings (they will attend as observers)</p> <p>Regional training on contextualization and other local trainings on contextualization</p> <p>Meetings and program design sessions with the Regional Director, Schools Division Superintendent, ALS-EST PMT, ALS-EST partners, and other resource persons</p>	<p>ALS-EST PMT, ALSEST partners, Regional and Division focal persons</p> <p>ALS-EST partners, Regional Office and other resource person</p> <p>ALS-EST PMT, ALS-EST partners, Regional Director and other resource persons</p>

Documentation, Monitoring, and Institutionalization

Documentation and Institutionalization

Orientations and capacity building support need to be documented by implementers.

Documentation includes, but is not limited to:

- Planned and actual training design
- Highlights of the training sessions
- Issues and concerns
- Recommendations for future trainings on the same topic

The ALS-EST PMT convenes at the end of the year and reviews all the documentation to produce a brief report that outlines ways forward.

A manual for ALS-EST trainers will be developed as part of the documentation and institutionalization. The manual will compile recommended training design of each component of the training program, the process for contextualizing trainings and developing local trainings, and other capacity building considerations.

Monitoring

The Division ALS-EST Team and members of the ALS-EST PMT will establish a monitoring system for the capacity building programs.

Monitoring aims to determine the following:

- Effectiveness of the capacity building intervention
- Areas for improvement
- Competencies that require follow-up capacity building activities

The capacity building and professional development program for ALS-EST shall be aligned to the ongoing National Educators Academy of the Philippines (NEAP) Transformation initiative. Under this initiative, NEAP shall be responsible for the design, development, and delivery of professional development for teachers and school leaders. The ALS-EST PMT shall work with NEAP for the effective integration of the ALS-EST capacity building program into the overall program of NEAP.

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