

Mentoring Practices and Professional Learning Climate: Foundations for Creating a Culture Of Excellence Among Teachers

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Abstract:

This study examined the relationship between mentoring practices and the professional learning climate as foundations for creating a culture of excellence among teachers in selected public elementary schools in the Province of Bohol. Specifically, it described the respondents' profile in terms of age, gender, civil status, highest educational attainment, length of service, performance rating, relevant trainings, seminars and workshops attended, and technology resources available in the school. It also assessed the level of mentoring practices in terms of instructional mentoring, coaching and feedback mechanism, and support for professional growth, as well as the level of professional learning climate in terms of shared values and vision for continuous improvement, collaborative learning culture, open communication and trust, opportunities for professional learning, and supportive school leadership. Furthermore, the study determined the significant relationship between mentoring practices and the professional learning climate, identified the challenges encountered by the respondents, and developed a Learning and Development (L&D) Training Program based on the findings. A quantitative descriptive-correlational research design was employed involving twenty-seven (27) respondents composed of three (3) school heads and twenty-four (24) teachers from three selected public elementary schools in Bohol. Data were collected using an adopted and modified questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson's Correlation Coefficient. The findings indicated that mentoring practices and the professional learning climate were generally perceived at a high level, reflecting the consistent implementation of instructional mentoring, coaching, collaborative learning, supportive leadership, and professional development initiatives within the participating schools. The analysis likewise indicated a positive and significant relationship between mentoring practices and the professional learning climate, suggesting that strengthened mentoring contributes to a more supportive and collaborative learning environment. Challenges identified included workload, limited time for mentoring, scheduling conflicts, and limited professional development opportunities. Based on these findings, a Learning and Development (L&D) Training Program was proposed to strengthen mentoring practices, enhance professional collaboration, and cultivate a sustainable culture of excellence among teachers.

Keywords: Mentoring Practices, Professional Learning Climate, Instructional Mentoring, Coaching And Feedback, Professional Growth, Culture Of Excellence, Teachers, Learning And Development (L&D) Training Program, Public Elementary Schools, Bohol

1. The Problem and Its Research Scope

Introduction

Rationale of the Study

The continuous improvement of teaching practices is essential to ensure high quality education and improved learner outcomes. Many teachers, however, face challenges in accessing structured mentoring and meaningful professional learning opportunities that are critical to enhancing instructional competence and sustaining professional growth. Recent studies emphasize that sustained professional development and strong mentoring systems significantly influence teacher effectiveness and student performance (Darling-Hammond, Hyler, & Gardner, 2020; Kraft, Blazar, & Hogan, 2021). In the context of Cebu Province, strengthening these mechanisms becomes especially significant in supporting teachers across diverse school settings. Despite existing initiatives, there remains a need to systematically examine how mentoring and professional learning structures are implemented and experienced by teachers in the district, which underscores the necessity of conducting this study.

Mentoring is widely recognized as a powerful strategy for teacher development. Teachers who receive systematic guidance through instructional mentoring, coaching, and constructive feedback are better equipped to refine classroom practices, respond to evolving learner needs, and foster higher levels of student engagement. Contemporary research affirms that high quality instructional coaching produces measurable improvements in teaching practice and student outcomes (Sailors & Price, 2021; Kraft, Blazar, & Hogan, 2021). However, mentoring practices may vary in structure, consistency, and effectiveness across schools. By examining the mentoring practices implemented in selected public elementary schools in Bohol Province, this study responds to the need for a clearer understanding of how structured support systems operate and how they contribute to teachers' professional growth and instructional improvement.

A supportive professional learning climate is equally vital in sustaining a culture of continuous improvement. Schools that promote shared vision and goals, encourage collaboration, maintain open communication, and provide ongoing learning opportunities create environments where teachers can learn from one another, reflect on their practices, and adopt innovative instructional strategies. Research highlights that collaborative professional cultures significantly enhance teacher motivation, collective efficacy, and instructional innovation (Hargreaves & O'Connor, 2020; OECD, 2021). Nevertheless, the extent to which such a climate is consistently nurtured across schools in Bohol Province remains uncertain. This situation highlights the importance of conducting the study to assess current conditions and identify areas that require strengthening.

Understanding the relationship between mentoring practices and the professional learning climate is crucial for institutionalizing continuous improvement in schools. While mentoring focuses on individual teacher development, the professional learning climate shapes collective norms, values, and collaborative practices within the organization. Studies suggest that the integration of individual coaching with collaborative professional cultures yields stronger and more sustainable school improvement outcomes (Campbell, Osmond-Johnson, Faubert, Zeichner, & Hobbs-Johnson, 2022). There is a need to explore how these two elements interact within Cebu Province and whether they reinforce one another effectively. By analyzing this interplay, the study provides evidence necessary for aligning individual professional growth initiatives with broader school improvement efforts to maximize instructional quality.

Identifying the challenges and barriers encountered by teachers in mentoring and professional learning processes is essential for designing responsive and practical interventions. Teachers often experience time constraints, heavy workloads, limited resources, and insufficient administrative support, which may limit their participation in mentoring programs and collaborative learning activities. Post-pandemic research underscores that workload intensification and resource limitations continue to affect teachers' engagement in professional learning (UNESCO, 2022; Kim & Asbury, 2020). Without empirical data from Bohol Province, interventions may fail to address the actual needs of teachers. Conducting this study therefore becomes necessary to surface these challenges and inform context specific solutions.

The findings of this study carry practical implications for the development of a Learning and Development (L and D) Training Program tailored to teachers in Bohol Province. A data driven understanding of mentoring practices and the professional learning climate is needed to design a program that is relevant, sustainable, and responsive to teachers' realities. Evidence indicates that well designed, context responsive professional development programs are more likely to produce lasting instructional improvements (Darling-Hammond et al., 2020; Campbell et al., 2022). Such a program can institutionalize structured mentoring approaches, strengthen collaborative learning systems, and reinforce a positive professional learning climate. As a result, teachers' instructional practices, professional competencies, and engagement in continuous improvement initiatives can be significantly strengthened.

Moreover, this study contributes to the expanding body of educational research that underscores the value of teacher centered professional development and school based mentoring initiatives. There is limited localized research focusing specifically on Cebu Province, creating a gap in documented evidence that can guide district level planning. Recent global and regional studies call for context specific investigations to ensure that professional development frameworks are culturally and institutionally responsive (OECD, 2021; UNESCO, 2022). By systematically documenting mentoring practices and the professional learning climate within the district, the research provides evidence-based insights that may inform policy formulation, resource allocation, and professional development planning at both the school and district levels.

Ultimately, cultivating a culture of continuous improvement is fundamental to achieving sustainable educational outcomes. The need to examine current practices, identify gaps, and understand the relationship between mentoring and the professional learning climate in Cebu Province provides a compelling justification for this study. By generating reliable data and context grounded insights, the research supports the development of strategic interventions that promote teacher growth, strengthen collaboration, and enhance student achievement. It reinforces the importance of systematic, sustained, and supportive approaches to teacher development as a cornerstone of long-term school improvement.

Theoretical Background

This study is anchored on established learning theories and supported by recent scholarly works beyond 2020 to strengthen its conceptual grounding. It draws from Social Learning Theory (Bandura, 1977), Adult Learning Theory or Andragogy (Knowles, 1980), Constructivist Learning Theory (Piaget, 1973; Vygotsky, 1978), and the Professional Learning Community framework (DuFour & Fullan, 2013), enriched by contemporary empirical studies. In addition, legal mandates such as Republic Act No. 10533,

DepEd Order No. 12 s. 2020 (Basic Education Learning Continuity Plan), and DepEd Order No. 14 s. 2018 provide institutional support for strengthening mentoring and professional development systems.

The study is primarily grounded in Social Learning Theory (Bandura, 1977), which posits that individuals learn through observation, modeling, and interaction within social contexts. In educational settings, teachers refine their instructional practices by observing mentors, engaging in collaborative dialogue, and receiving feedback. Recent research affirms the continuing relevance of social learning in teacher development. For example, Tschannen-Moran and Johnson (2021) emphasized that relational trust and modeling significantly influence teacher growth and collective efficacy.

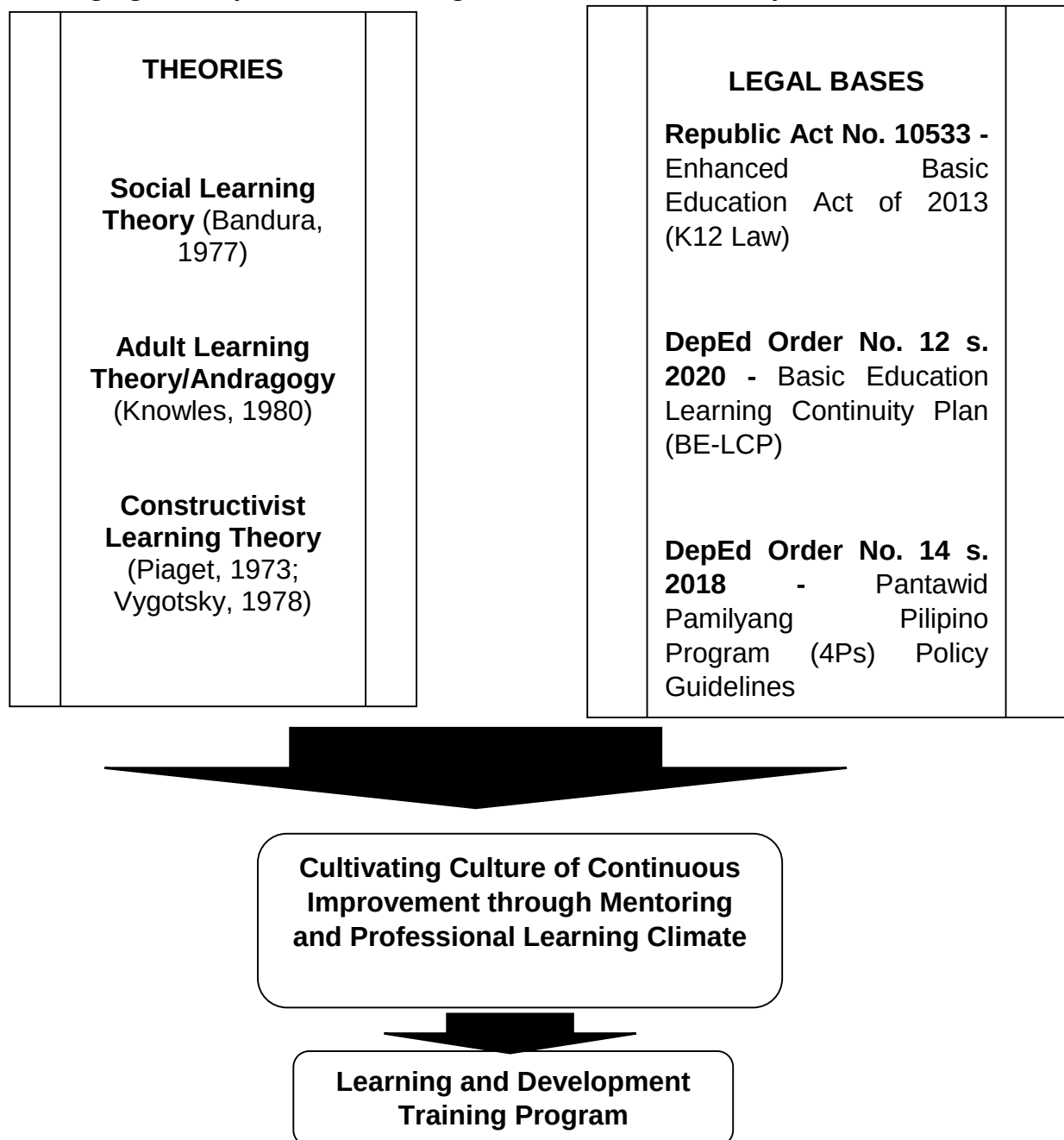


Figure 1
Theoretical Framework

Similarly, Tondog (2024) found that mentoring support, peer modeling, and positive school environments significantly affect teacher motivation and retention in public schools. These findings reinforce the idea that mentoring practices and professional learning climates function as critical environmental factors shaping teacher performance.

Social Learning Theory further explains that behavior is shaped by the dynamic interplay of personal, behavioral, and environmental determinants. When schools cultivate a climate of collaboration, shared accountability, and continuous feedback, teachers are more likely to adopt and sustain effective instructional practices. Hargreaves and O'Connor (2020) describe this as “collaborative professionalism,” where collective efficacy drives school improvement. OECD (2021) also highlights that collaborative cultures significantly enhance teacher innovation and responsiveness to learner needs. Thus, mentoring and professional learning climate are mutually reinforcing mechanisms within a socially constructed professional environment.

Complementing this foundation, Adult Learning Theory or Andragogy (Knowles, 1980) is particularly relevant since teachers are adult learners with accumulated experiences and professional identities. Andragogy asserts that adults learn best when learning is self-directed, problem-centered, and immediately applicable. Recent scholarship supports this view. Darling-Hammond et al. (2022) argue that effective professional development must be sustained, practice-based, and aligned with teachers’ contextual realities. Talafian et al. (2023) further demonstrated that responsive professional learning models significantly improve teacher engagement and instructional innovation. These insights reinforce the importance of designing mentoring systems that are collaborative rather than prescriptive.

Constructivist Learning Theory (Piaget, 1973; Vygotsky, 1978) further strengthens the conceptual framework by emphasizing that learning is actively constructed through interaction, reflection, and social dialogue. Within mentoring relationships, teachers co-construct knowledge by analyzing classroom experiences, experimenting with new strategies, and engaging in reflective conversations. Campbell et al. (2022) found that collaborative inquiry models significantly enhance instructional coherence and sustained school reform. This aligns with Vygotsky’s notion of guided participation, where professional growth occurs through scaffolded interactions within a learning community.

Recent developments in educational leadership theory also support this study. Instructional leadership models emphasize the role of school heads in shaping professional learning cultures through mentoring, supervision, and distributed leadership (Hallinger, 2022). Leithwood, Harris, and Hopkins (2020) argue that effective school leadership directly influences teacher collaboration and student outcomes through supportive professional environments. These perspectives highlight that mentoring practices are not isolated activities but are embedded within leadership structures that cultivate professional growth.

In addition, the concept of teacher self-efficacy provides another theoretical lens for understanding mentoring and professional climate. Bandura’s (1997) self-efficacy theory, extended in recent research by Zee and Koomen (2021), suggests that teachers with strong efficacy beliefs demonstrate higher instructional persistence and adaptability. Mentoring programs that provide constructive feedback and peer modeling contribute to strengthening these efficacy beliefs. Thus, professional learning climates that

encourage affirmation, reflection, and shared success promote stronger professional confidence and instructional competence.

Another relevant framework is the theory of organizational learning, which views schools as dynamic systems capable of continuous adaptation and improvement (Senge, 1990; Stoll & Kools, 2021). Organizational learning theory emphasizes shared vision, systems thinking, and collective problem-solving. Recent studies indicate that schools functioning as learning organizations demonstrate higher resilience and innovation (OECD, 2021). By examining mentoring practices alongside professional learning climate, this study situates teacher development within a broader organizational improvement framework.

Furthermore, contemporary research on teacher well-being underscores the importance of supportive professional environments. Collie (2021) found that collaborative and trusting school climates significantly reduce burnout and enhance teacher engagement. Post-pandemic analyses by UNESCO (2022) also stress that sustainable teacher development must integrate mentoring support with psychosocial and professional well-being structures. These findings reinforce the relevance of investigating professional learning climate as a multidimensional construct influencing both performance and morale.

On the legal foundation, Republic Act No. 10533 mandates continuous professional development and upgrading of teacher competencies aligned with the K to 12 curriculum. The law promotes learner-centered, constructivist, and collaborative pedagogies, which require teachers to engage in reflective and sustained professional learning. This statutory requirement supports the integration of social learning and constructivist principles within mentoring frameworks.

DepEd Order No. 12, s. 2020, or the Basic Education Learning Continuity Plan, further institutionalizes the need for adaptive professional development in response to changing educational contexts. UNESCO (2022) highlights that resilient education systems prioritize teacher capacity-building as a cornerstone of reform. The BE-LCP echoes this by emphasizing continuous capacity enhancement for teachers and school leaders, reinforcing the necessity of mentoring-based Learning and Development programs.

DepEd Order No. 14, s. 2018, although centered on the Pantawid Pamilyang Pilipino Program, promotes stakeholder collaboration and shared accountability for learner success. Recent studies on community-engaged schooling (Epstein & Sheldon, 2022) demonstrate that strong partnerships and supportive climates extend beyond student outcomes to positively influence teacher morale and professional collaboration. This policy context strengthens the broader ecological foundation of the study.

Overall, the integration of Social Learning Theory, Adult Learning Theory, Constructivist Learning Theory, Instructional Leadership Theory, Organizational Learning Theory, and Self-Efficacy Theory, supported by recent research beyond 2020, provides a comprehensive conceptual framework for examining mentoring practices and professional learning climate. Together with national legal mandates, these frameworks justify the conduct of this study and support its aim to design a responsive, mentoring-

based Learning and Development Training Program that fosters sustained teacher growth, collaborative professionalism, and continuous school improvement.

Therefore, the integration of Social Learning Theory, Adult Learning Theory, Constructivist Theory, Instructional Leadership, Organizational Learning, and Self-Efficacy Theory provides a strong conceptual foundation for examining mentoring practices and professional learning climate in Cebu Province. Supported by contemporary research and national educational mandates, these frameworks affirm that structured mentoring and collaborative professional cultures are essential for sustaining teacher growth and continuous school improvement. This theoretical grounding justifies the development of a responsive Learning and Development Training Program aimed at enhancing instructional quality and learner outcomes.

The Problem

Statement of the Problem

This study seeks to determine the extent to which mentoring practices and the professional learning climate contribute to cultivating a culture of continuous improvement among teachers in selected public school in Bohol Province, as basis for enhance training program.

Specifically, it seeks to answer the following questions:

1. What relevant information from the respondent groups can be derived from:
 - 1.1 age and gender;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 length of service;
 - 1.5 performance rating;
 - 1.6 relevant training, seminars, and workshops attended and
 - 1.7 technology resources in school?
2. As perceived by the respondents, what is the level of mentoring practices in the schools in terms of:
 - 2.1 instructional mentoring;
 - 2.2 coaching and feedback mechanism and
 - 2.3 support for professional growth?
3. As perceived by the respondent groups, what is the level of professional learning climate in the schools in terms of:
 - 3.1 shared values and vision for continuous improvement;
 - 3.2 collaborative learning culture;
 - 3.3 open communication and trust;
 - 3.4 opportunities for professional learning and
 - 3.5 supportive school leadership?
4. Is there a significant relationship between the level of mentoring practices and the level of professional learning climate in the schools?

5. What challenges or barriers do the respondents experience in sustaining mentoring and a professional learning climate?
6. Based on the findings, what Learning and Development (L&D) Training Program can be crafted?

2. Summary, Findings, Conclusions, And Recommendations

This chapter presents the summary, findings, conclusions, and recommendations of the study entitled "**Mentoring Practices and Professional Learning Climate: Foundations for Creating a Culture of Excellence Among Teachers.**" The study aimed to determine the extent to which mentoring practices and the professional learning climate contribute to creating a culture of excellence among teachers in selected public elementary schools in the Province of Bohol. Specifically, it examined the respondents' demographic profile, the level of mentoring practices, the level of professional learning climate, the relationship between mentoring practices and professional learning climate, the challenges encountered by the respondents, and the proposed Learning and Development (L&D) Training Program.

The study employed a quantitative descriptive-correlational research design. The respondents consisted of three (3) school heads and twenty-four (24) teachers from Miguel Oppus Memorial Elementary School, Datag Elementary School, and Tanod Elementary School, for a total of twenty-seven (27) respondents. Data were gathered through an adopted and modified questionnaire and analyzed using frequency, percentage, weighted mean, and Pearson's Correlation Coefficient.

Summary

The study assessed the level of mentoring practices in terms of instructional mentoring, coaching and feedback mechanism, and support for professional growth. Likewise, it evaluated the professional learning climate in terms of shared values and vision for continuous improvement, collaborative learning culture, open communication and trust, opportunities for professional learning, and supportive school leadership. The study also examined the significant relationship between mentoring practices and professional learning climate and identified the challenges experienced by teachers and school heads in sustaining mentoring and continuous professional learning.

The respondents' profile included age, gender, civil status, highest educational attainment, length of service, performance rating, relevant trainings, seminars and workshops attended, and technology resources available in the school. These variables provided the background information necessary to describe the respondents and support the interpretation of the study's results.

Finally, the findings served as the basis for the development of a Learning and Development (L&D) Training Program intended to strengthen mentoring practices, improve the professional learning climate, and cultivate a culture of excellence among teachers in the selected public elementary schools.

Table
Summary of Results (Example)

Major Area	Key Findings	Overall Result	Interpretation
Respondents' Profile	Majority were 31–40 years old, female, married, with Master's units, and had more than six years of teaching experience.	—	The respondents represented experienced teaching professionals.
Mentoring Practices	Overall Composite Mean = 4.35	Strongly Agree	Mentoring practices were highly evident in the participating schools.
Instructional Mentoring	Composite Mean = 4.36	Strongly Agree	School heads consistently provided instructional guidance and support.
Coaching and Feedback Mechanism	Composite Mean = 4.36	Strongly Agree	Coaching and constructive feedback were consistently practiced.
Support for Professional Growth	Composite Mean = 4.38	Strongly Agree	Teachers received strong support for continuous professional development.
Professional Learning Climate	Overall Composite Mean = 4.40	Strongly Agree	Schools maintained a highly positive professional learning climate.
Relationship Between Variables	$r = 0.781, p < .05$	Significant Positive Relationship	Stronger mentoring practices were associated with a stronger professional learning climate.
Challenges and Barriers	Time constraints, workload, scheduling conflicts, and limited professional development opportunities.	Moderate Challenge	These factors affected the sustainability of mentoring activities.

Findings

Based on the results, the respondents generally perceived that mentoring practices were highly evident within their schools. Instructional mentoring, coaching and feedback mechanisms, and support for professional growth all obtained high ratings, indicating that school heads consistently guided teachers in improving instructional practices, reflecting on classroom performance, and participating in professional development activities. These mentoring practices contributed to strengthening teachers' instructional competence and professional confidence.

The professional learning climate was likewise perceived to be highly positive. Respondents indicated that their schools promoted shared values and vision, collaborative learning, open communication, professional learning opportunities, and supportive leadership. These dimensions

demonstrated that teachers and school leaders worked collaboratively to improve teaching quality and student learning outcomes while fostering a culture of continuous improvement.

The correlation analysis showed a statistically significant positive relationship between mentoring practices and professional learning climate. This suggests that schools with stronger mentoring systems also tended to have more supportive and collaborative professional learning environments. The most frequently identified challenges involved limited time for mentoring due to workload, heavy teaching responsibilities, scheduling conflicts, and limited opportunities for professional development. Despite these challenges, respondents perceived that mentoring remained an important mechanism for strengthening teacher performance and promoting organizational excellence.

Conclusions

Based on the findings, it may be concluded that mentoring practices play a vital role in strengthening the professional learning climate within public elementary schools. Effective instructional mentoring, coaching and feedback, and support for professional growth encourage continuous learning, collaboration, and instructional improvement among teachers.

The study further indicates that a positive professional learning climate is characterized by shared goals, collaborative relationships, open communication, accessible professional learning opportunities, and supportive school leadership. These conditions create an environment where teachers are motivated to continuously improve their instructional competence and contribute to school effectiveness.

The positive relationship between mentoring practices and professional learning climate emphasizes the importance of sustained mentoring initiatives in promoting a culture of excellence among teachers. Addressing challenges related to workload, scheduling, and professional development opportunities may further strengthen mentoring systems and enhance the effectiveness of school improvement initiatives.

Recommendations

1. School heads should strengthen mentoring programs by implementing structured instructional mentoring sessions, regular classroom coaching, and constructive feedback mechanisms that support continuous teacher improvement.
2. Schools should provide more opportunities for professional development through seminars, workshops, learning action cells, mentoring conferences, graduate studies support, and collaborative learning activities that respond to teachers' professional needs.
3. School administrators should strengthen the professional learning climate by promoting open communication, teamwork, shared leadership, and collaborative decision-making among teachers and school leaders.
4. The Department of Education and school administrators should provide adequate resources, scheduling flexibility, and administrative support to ensure the sustainability of mentoring programs despite teachers' workload and other professional responsibilities.
5. The proposed Learning and Development (L&D) Training Program should be implemented and periodically evaluated to determine its effectiveness in strengthening mentoring practices and improving the professional learning climate within the participating schools.

6. Future researchers may conduct similar studies using a larger size, additional schools, or different educational settings. They may also explore other variables related to teacher leadership, organizational commitment, instructional effectiveness, and school culture to further expand the understanding of mentoring and professional learning in basic education.

3. Output of The Study

Learning and Development (L&D) Training Program

Rationale

The findings of the study revealed that mentoring practices and the professional learning climate play a significant role in cultivating a culture of excellence among teachers in selected public elementary schools in the Province of Bohol. Effective instructional mentoring, coaching and feedback mechanisms, and support for professional growth contribute to teachers' continuous improvement, enhanced instructional competence, and increased professional confidence. Likewise, a positive professional learning climate characterized by shared values and vision, collaborative learning culture, open communication and trust, opportunities for professional learning, and supportive school leadership promotes teacher engagement and organizational effectiveness.

Despite the positive perceptions of the respondents, several challenges were identified, including limited time for mentoring due to heavy teaching workloads, scheduling conflicts, limited access to professional development opportunities, inadequate mentoring resources, and communication gaps. These challenges may hinder the sustainability and effectiveness of mentoring initiatives and collaborative professional learning.

In response to these findings, a comprehensive Learning and Development (L&D) Training Program is proposed to strengthen mentoring practices, improve the professional learning climate, and cultivate a culture of excellence among teachers. The program emphasizes continuous professional development, collaborative learning, instructional coaching, leadership enhancement, and organizational support to improve teacher performance and educational outcomes.

Objectives

This Learning and Development (L&D) Training Program aims to:

1. Strengthen instructional mentoring practices among school heads and teachers.
2. Enhance coaching and feedback mechanisms that promote continuous instructional improvement.
3. Support teachers' professional growth through relevant training and mentoring opportunities.
4. Foster a collaborative professional learning climate characterized by trust, shared vision, and teamwork.
5. Improve instructional competence through continuous professional learning activities.
6. Strengthen school leadership in promoting mentoring and teacher development.
7. Address challenges affecting mentoring practices and professional learning within the school.

Scheme of Implementation

Table
Learning and Development (L&D) Training Program Implementation Plan

Area of Concern	Objectives	Strategies	Budget (PHP)	Budget Source	Time Frame	Implementors	Evaluative Measures	Actual Accomplishment	Remarks
Instructional Mentoring Enhancement	Strengthen teachers' instructional competencies through mentoring	Conduct classroom mentoring, demonstration teaching, lesson study, and mentoring conferences	30,000	School MOOE / DepEd	One School Year	School Head, Master Teachers	Observation results, mentoring reports, teacher feedback	N/A	N/A
Coaching and Feedback Program	Improve teachers' instructional performance through continuous coaching	Schedule classroom observations, coaching sessions, and post-conferences	20,000	School MOOE	Quarterly	School Head, Department Coordinators	Coaching reports, IPCRF improvement, classroom observation ratings	N/A	N/A
Professional Development Training	Enhance teachers' professional knowledge and teaching	Conduct seminars, webinars, workshops,	50,000	DepEd Training Fund	Whole School Year	School Head, District Supervisors, Resource	Training attendance, evaluation results, post-tests	N/A	N/A

	competencies	Learning Action Cell (LAC) sessions, and in-service training				e Speakers			
Collaborative Learning Communities	Strengthen collaboration among teachers	Establish Professional Learning Communities (PLCs), peer mentoring, and collaborative lesson planning	20,000	School MOOE	Monthly	School Head, Teachers	PLC reports, collaborative lesson plans, meeting minutes	N/A	N/A
Shared Vision and School Improvement	Promote shared responsibility toward school excellence	Conduct school vision alignment workshops and strategic planning sessions	15,000	School Improvement Fund	Twice a Year	School Head, School Improvement Team	School Improvement Plan accomplishments	N/A	N/A
Communication and Trust Building	Improve communication and strengthen	Conduct team-building activities, faculty	25,000	School MOOE	Semi-Annual	School Head, Guidance Coordinator	Employee satisfaction survey, participation rate	N/A	N/A

	professional relations	dialogue sessions, and conflict management workshops							
Leadership Development Program	Strengthen instructional leadership among school administrators	Leadership seminars, executive coaching, mentoring for aspiring leaders	35,000	DepEd Leadership Fund	Annual	District Supervisor, School Head	Leadership assessment, coaching reports	N/A	N/A
Technology Integration for Professional Learning	Enhance teachers' digital competencies	Conduct ICT training, Google Workspace workshops, AI-assisted teaching seminars, and LMS orientation	40,000	ICT Fund / DepEd	Whole School Year	ICT Coordinator, Resource Speakers	ICT competency assessment, digital portfolio	N/A	N/A
Recognition and Incentive Program	Motivate teachers to sustain mentoring participation	Recognize outstanding mentors, mentees	15,000	School MOOE	Annual	School Head	Number of awardees, participation rate	N/A	N/A

		, and collabor ative teams during school recognit ion activitie s							
Program Monitori ng and Evaluatio n	Evaluate the effective ness of the L&D Training Program	Conduct quarterl y monitori ng, surveys, classroom observat ions, and annual program evaluati on	20,0 00	School MOOE	Quart erly	School Head, Monitori ng Committ ee	Evaluatio n reports, accomplis hment reports, teacher performan ce indicators	N/A	N/A

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