

A review of the impact of teacher professional development programs on their pedagogical abilities

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Abstract

This paper presents the discussion of the literatures and studies derived from different resources such as books, other published materials, thesis, and the internet. This provides a clear understanding and reliable source of information about the impact of teacher professional development programs on their pedagogical abilities.

Keywords: development programs, pedagogical abilities, Firms, Operations.

Received on 14 Apr 2023, accepted on 28 May 2023, published on 07 June 2023

1. Introduction

With the ever-changing educational landscape, new instructional methodologies and delivery methods are critical. Much research is being undertaken to improve the teacher's involvement in students' learning. As a result, pedagogical preparation integrated into the curriculum, as well as new ways to handle the complexities of the environment in which educators work, are critical (Ali, 2020; Scoppio & Covell, 2016)(Saliot, 2014). Teachers' use of pedagogical preparation fundamentally shapes classroom actions, making them more complex than ever. Educators must evaluate the true aim of the class, the nature of the assignment that should be established, and the method of assessing how pupils can use this. Current instructional planning necessitates educators having a thorough understanding of the curriculum as well as student learning data that addresses the significance of planning (Harris & Hofer, 2011; Tomlinson & McTighe, 2006). When preparing for the teaching and learning process, the following factors are taken into account: what students should learn; how the learning should be taught; and how to appropriately assess the students' learning. What should be taught is a curriculum in which the standards are thoroughly understood and used by all the teachers in the school. Fake knowledge and superficial learning are no longer acceptable. Effective teachers teach the subject in such a way that students can apply, synthesize, and analyze what they've learned (Mark and Louis, 2015). The Philippine educational system is designed to contribute to the full realization of national growth and unity, with an agenda based on a free and democratic system. Education is highly valued in the Philippines, and it also serves as a barometer of the country's sociocultural, economic, and educational advancement. Education contributes to the creation, development, and enhancement of every human being's innate potential (Stronge, 2018).

However, a lot of changes are taking place in the educational system right now. The current pandemic has altered the educational landscape. Many teachers are in a bind because they are not technologically competent. Teachers are now being required to unlearn, relearn, and learn new things in order to provide our pupils with a quality education. With the kinds of demands that the new normal places on teachers, the professional development program has become increasingly important. The school is currently considering ways to offer citizens with the required knowledge, skills, attitudes, and values for growth and development.

The DepEd's educational thrusts today are intended to update our institutions, curriculums, and teaching force, as well as incorporate the proper values that students should learn to adopt in light of ongoing changes, current needs, and demands that involve personal and professional advancement for teachers in order to provide quality education (Bernido, 2021). As a result, the researcher was primarily concerned with assessing the impact of a professional development program for selected educators in Manila in this study. Taking into account the stated goals of the institution, which are to give each student the knowledge, skills, interests, habits, powers, and ideals he needs to reach his full potential; to help each person develop the personal discipline that comes from having a well-trained mind; to help each person develop a prayerful search for the truth; and to help each person become a good, patriotic Filipino citizen in a democratic society.

2. Professional Development Program

According to (Andriotis ,2019), a list of who requires what type of training is an outcome of the training demand analysis process via the professional development program. A training needs assessment will determine the significance of enhanced knowledge and abilities that teachers must build among themselves in order to be more effective, successful, and innovative (Mussa, 2020; Neito, 2019). Administrators must help the organization achieve its strategic goals by improving the efficiency of their work. Furthermore, (MacNamara , 2020) emphasized the relevance of training is eventually completed to determine which areas of competence or behavior the trainees need to undergo.

The research evaluates the consequences of the student's demands, what knowledge and skills the learner presently has, and often concludes by outlining what information and capabilities the learner needs to gain (the "performance gap"). Depending on the organization's resources and needs, the professional development program might range from a full inventory of capabilities to a summary of performance results. The sooner the training analysis is finished, the more likely it is that the employee's training will eventually contribute to the organization's outcomes (Tannenbaum et al., 1991).

3. Teachers' quality and instructional task performance

Instructional tasks are statutory curricula functions done by teachers in order for students to attain the educational goals established in schools. This ultimately depends on principals' and teachers' acknowledged commitment to make wise and adequate use of both human and material resources to provide quality instruction in the teaching-learning process. Teacher quality refers to a teacher's ability to display sound professional characteristics such as scholarship through adequate training, and it is critical to successful teaching, students' learning outcomes, and the attainment of quality education in secondary schools. The quality of teachers is manifested in their subject-matter knowledge, abilities, and competence in the teaching and learning processes, which leads to the achievement of the stated educational goals. This means that the true teacher must have the attributes necessary for effective teaching and enjoyable learning in the classroom. He must know what he will teach, how he will teach it, and who he will teach it to. The goal is to make the curriculum work well so that schools can meet their goals and standards (Koleoso, 2014).

The teacher's role is critical to effective and well-organized learning; the teacher is expected to provide vital inputs such as appropriate lesson planning, effective delivery of lessons, proper monitoring and evaluation of students' performance; providing regular feedback on students' performance; creativity of instructional materials; acceptable record keeping; and appropriate discipline of students to produce and enhance expected learning achievement in second (Ayeni,

2015) (Marzano et al., 2003; Rose & Medway, 1981; Wang & Degol, 2016). Any teacher's role in the classroom is to assist students in learning, inquiring, problem solving, and coping with their own emotional demands and tensions (Friedman, 2013; Newman, 2002). Through creative ideas, participation and cooperative learning, research, analysis, and critical thinking; problem solving; innovation; and encouragement of creative and diverse thinking, the teacher promotes quality education in the realm of teaching and learning (Santos et al., 2019).

These result in the right development of information, abilities, and attitudes that enable students to operate efficiently and live as accountable citizens while also making a valuable contribution to society. According to (Withall ,2015), in order to ensure an effective teaching and learning process, teachers must create a psychologically non-threatening and non-inhibiting environment while also creating a cognitively interesting situation to help learners predict the values of certain courses of action and identify, if necessary, alternative activities. All of this adds up to the requirement for the instructor to constantly intellectually challenge the students without damaging their sense of self-worth or integrity (Campbell, 2003; Day et al., 2001). In addition to knowing how to make lesson plans, keep records, use audiovisual aids, and give standardized tests, a teacher must also have a high level of self-awareness, psychological awareness, and insight in order to teach well (Bottery, 2018).

According to Ornstein and Lunenburg (2018), if teachers hope to effectively direct learning, they must know how many children at various levels of maturity are capable of understanding, which will impact the character of the students' assessment and evaluation (Lunenburg & Irby, 2022; Smith, 2018). The assessment and evaluation methods used to measure and evaluate an effective teacher must adapt to and cater to these distinctions (Dunhill, 2015). The way students are evaluated affects what they learn and how much they can contribute to the learning process (Aicken et al., 2021).

According to (Wiggins, 2014), rather than simply auditing learning, the process of evaluating students should be real, with feedback and an opportunity for modification; the more general premise is that knowing how different evaluations affect students. As a result, the techniques utilised to assess pupils must be valid, fair, ethical, employ numerous methods, be efficient, and practicable. He defines evaluation as calculating marks to be given based on information gathered from pupils. Evaluation is the process of making measurements and coming to a decision that is fair and based on facts.

According to Steinberg and (Donaldson , 2016), many changes in teacher evaluation fell into two major categories: the addition of student outcomes as a measure of teacher effectiveness and the implementation of standards-based observation protocols. Student learning objectives and student development percentiles are the three most commonly used methods of incorporating student achievement into teacher evaluations.

According to Kraft and (Gilmour, 2016), modern teacher evaluation systems take far more time to operate than earlier systems, making it impossible for school administrators to give effective formative evaluation. Early in the 2010s, teachers' evaluation methods changed a lot. For example, the number of observations was made more frequent.

According to (Kubicek's ,2015) study, there is a growing body of evidence on the use of classroom walkthrough observations to encourage the development and improvement of educational practices within teachers' classrooms. To support teachers and children in meeting the heightened standards and accountability of federal regulations such as No Child Left Behind and state assessment methods, a frequent and consistent approach to supervision and evaluation is required.

According to (Blazer, 2016), research shows that teachers have a significant impact on their pupils' academic and long-term achievement. However, little is known about the exact aspects

of teaching practice that explain these associations, or whether the impacts change between academic and "non-cognitive" results.

According to (Hofer, 2016), Michigan's teacher evaluation systems are undergoing significant modifications as a result of recent legislation at both the federal and state levels. For evaluation purposes, several instructor observations as well as student accomplishment data are now required. The revamped system is high-stakes, as job decisions like layoffs and termination are entirely dependent on evaluation outcomes. Enactment has been swift, and school districts across the state are working hard to understand the new criteria and apply them fairly and consistently.

(Espino , 2014) investigates the relationship between the instructional abilities evaluations of chosen high school instructors at Saint Michael's College of Laguna and their students' academic progress during the 2013-2014 school year. In his study, (Espino ,2014) discovered that teachers were assessed as satisfactory on lesson planning, very satisfactory on preparatory activities, satisfactory on developmental activities, and satisfactory on physical environment and routines. The students' average grades ranged from 86 to 90. The links between teachers' instructional abilities and students' academic progress were positive, moderate, and significant.

4. Pedagogical Planning

The incorporation of the pedagogical model into the Victorian teaching and learning model aids in the promotion of a high-performance learning culture and the establishment of consistently high-quality teaching practice across the school. The model update is being used as part of the Victorian teaching and learning model to benchmark and advance the quality and consistency of teaching practices throughout the school. The methodology can be used by any school leader to assist teachers in their professional development. principals, assistant principals, learning specialists, outstanding instructors, and others. Literacy leaders and instructional leaders from the professional education community (PEC). The professional development programmed model is being used to guide educators' reflections on their current instructional methods. This should help educators evaluate their performance against each sector of expertise and practice and identify areas for improvement (Dede et al., 2009; Ingvarson et al., 2005). Also, school leaders can help the whole school grow by using the pedagogical model to give teachers new ideas and help them improve their teaching skills (Darling-Hammond & Richardson, 2009).

The pedagogical paradigm prioritizes student knowledge in planning and implementation (Peacock, 2001; Reigeluth & CARR, 2009). It assists teachers in developing engaging and stimulating learning experiences through the strategic integration of programs, instruction, and evaluation. Teachers develop professional skills and knowledge in the areas of curriculum, pedagogy, and assessment in order to continuously improve their practice and student learning. Developing competence across these critical interconnected components leads to practice excellence.

The learning progressions that steer student learning expand as a result of the model. Teachers and school leaders must construct interesting learning and teaching programs, build on their understanding of the local context, use effective pedagogy, and guarantee that students progress along this continuum. (<https://www.education.vic.gov.au>). Monitoring and evaluation tools are critical in determining the cause and effect of obtaining a quality education. It determines the effectiveness of administrators and teachers in imparting knowledge and skills to our students. The paper described and assessed the Department of Education's monitoring and evaluation mechanism in the case of Iligan City Division, Philippines. (Canencia and Salvador 2015)

According to Fulgencio and (David ,2014), data analysis indicated a four-factor structure of conceptions of teaching and learning, which is consistent with earlier research revealing the one-dimensionality of the constructivist view and the multidimensionality of the traditional idea. According to the descriptive data, Filipino teacher education students have a constructivist view of the nature and method of teaching and learning, but they also hold the traditional view that teachers transfer knowledge and learning means keeping knowledge.

According to (Cinches et al. ,2017), instructor quality determines student quality. Their study anticipated that one of the primary defining outcomes of teacher effectiveness and teacher engagement is student engagement. This was confirmed at three higher education institutions (HEIs) in a southern Philippine metropolis. Also, it was found that teacher efficacy was a strong predictor of student engagement, while teacher engagement was far behind. According to (Rodrigo and Madrigal, 2019), the level of teaching standards competency and performance of basic education instructors as rated by principals and teachers themselves were proficient and satisfactory, respectively. Furthermore, there was no significant difference in both teaching standards' competency and performance when the teachers were categorized according to sex, educational level, marital status, and work position. Overall, though, the data showed that there was a strong link between how well teachers knew the standards and how well their students did.

5. Developmental Coaching

According to (Aguilar, 2013), coaching is a component of an efficient career development program. Coaching or mentoring can produce knowledge, improve skills, and boost potential because it can infiltrate an educator's thinking, behavior, and practice, as well as values, ideals, and emotions, where there has been no previous professional progress. Coaching makes it possible to provide access to and use fresh information with a customer (Netolicky, 2019).

A coach should encourage deep thought and learning, where teachers can risk changing their approaches, where strong relationships can form, and where progress is appreciated and celebrated (Belasen, 2012; Knight, 2004; Lane). Coaching, as mentioned by (Patzner ,2020), provides experienced teachers with an excellent opportunity to advance. However, it can also empower new teachers with the confidence, skills, and knowledge necessary for a long and effective teaching career. For decades, scholars and teachers have underlined the need of teacher coaching as an essential component of successful professional continuous development. Educators should understand the theory, explain strategies, and implement them in their own classes to provide opportunities for skill development. The model behind these new tactics is more than a lesson. Training coaching reflects the growing consensus on how instructors can establish a high-quality career. It is integrated into work and discusses the issues that instructors face in their classrooms on a daily basis. It is not a one-time workshop, but rather a continuous one. The software and the test are in sync. Its goal is twofold: improved teaching and student learning.

6. Synthesis

Training programs are an important method for assisting teachers in further developing their knowledge and skills (Beaty, 1998; Martinez, 2022). According to (Andriotis ,2019), a list of who needs the type of training is an outcome of the professional development program's training demand analysis process. A training needs assessment will identify the importance of better knowledge and abilities that teachers must build among themselves in order to be more effective, successful, and innovative. Admins must improve the efficiency of their job to assist the business in meeting its strategic objectives.

Furthermore, (MacNamara ,2020) emphasized the significance of training in determining which areas of competence or conduct the trainees require. The research takes into account the consequences of the student's demands, what knowledge and skills the learner presently possesses, and often concludes by describing what information and capabilities the learner needs to achieve (the "performance gap"). Depending on the organization's resources and needs, the professional development programme might range from a very complete inventory of capabilities to a summary of performance results. If the training analysis is done, it is more probable that the employee's training will eventually contribute to the organization's outcomes.

The changing educational landscape, as well as the realities that occur outside of the classroom, may have an impact on instruction (Li & Madina, 2022). Institutions must be able to provide opportunities for unlearning, relearning, and learning of skills, information, and instructional delivery. Identifying the relevant programmes meant to increase instructors' capacities in the teaching process is vital to have an enhancement programme all year so that there is continual learning of teaching tactics.

7. Conclusion

The review encourages more male professors to enter the field. Administrators may be able to establish programs to improve faculty members' knowledge and abilities in order to provide additional advantages to teachers in order for them to keep working at the school. The inaugural professional development program would priorities the needs of faculty members.

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