



“TEACHER FRAME WORK COMPETENCIES NEEDED FOR CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS; A SURVEY.”

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ABSTRACT

Workplace growth through career advancement is one of the critical and contemporary issues that organizations are facing today. Due to toxic working environment created by the workplace challenge, some employees tend to leave organizations while some are retaining. Therefore the main objective of this study is to identify the competencies needed by teacher for Continuous Professional Development.

Study identified Continuous Professional Development as dependent variable and teacher framework competencies as independent variables. Population of the study is the CBEA Teaching staff as the sample of the study. Formal survey was used to collect primary data by administering a self-developed questionnaire which was distributed by hand.

According to the findings of the study, it revealed that out of 64 employees there were 64% of male respondents and that 40% of the respondents have 1-5 years of teaching experience.

There were significant impact of employee loyalty towards organization and social status on employee retention in a bullied workplace. Teachers also have responsibility for promoting professional development within the education sector. They play a crucial role in supporting their colleagues' initial training, induction and continuous learning. They are change-agents of educational reform, exercising an increasingly important professional leadership responsibility.

KEYWORDS: *Teacher, framework, competencies, continuous professional development*

Chapter I

INTRODUCTION

Rationale of the Study

If there's one place where learning should take place, it's in schools. But despite the time teachers dedicate to educating their students, many fear there are too few quality training opportunities for staff.



A lack of regulation surrounding professional development is partly at fault, according to David Weston, chief executive of the Teacher Development Trust. "Any person off the street can say, 'I'm going to train teachers' – there are no rules stopping this, which is a bit odd because the government insists that only certain people can do initial teacher training."

There are also very few rules dictating how much time schools should dedicate to developing staff skills.

"Nationwide, the picture is mixed. Maintained schools are required to have at least five days a year spent on training. Although essentially, schools can do whatever they want with this time – it's often taken up with meetings or admin work. And academies are exempt altogether."

While the Labor government was very prescriptive, instructing teachers how they should teach national strategies, the coalition has taken the opposite approach.

"It's pulled the rug out from under head teachers. Labor's prescriptiveness became embedded and people now expect the government to standardize things and tell teachers what to do. But the opposite is happening – Gove has taken all guidance away."

The lack of nationwide strategy means professional development is now being delivered in a variety of ways, with no fixed pot of money determining how much schools should invest in continuing professional development (CPD), says Weston. Average figures from a year and a half ago suggest that schools in England spent around £180m on staff development, which equates to around £15 per student. But this figure varies wildly across the country, with some forking out far more on CPD, while others spend next to nothing.

Conscious that external courses don't always provide value for money, many schools are now turning to in-house training to develop staff skills.

This trend is a welcome one, says Ian Bauckham, vice president of The Association of School and College Leaders. "There's a much better understanding now that professional



development isn't just about going out on courses provided by external companies, it's about developing someone's skills and deepening their knowledge – and that's something that's best done within schools."

Taking teachers out of school to attend a day-long course is expensive. The program might cost as much as £400, while supply staff for the day could cost around £200. Spending such large sums of money – when there is no guarantee that the course is high quality and no follow-up session to consolidate teachers' development – is foolish, says Bauckham.

"Teachers have a huge amount of expertise – sharing that is a very effective way of learning. In my own school we've got people who are trained Onsted inspectors, so on one of the courses we're running this year they teach others how to observe, judge a lesson and give feedback."

"If teachers want to go off and apply for jobs elsewhere they can say they've been trained in observing lessons, which is invaluable."

But regardless of where training is taking place, career development programs are only effective if they are research-based and easy for teachers to apply in their classroom.

There's a danger that by making training internal, senior members of staff give whole-school sessions that adopt a one-size-fits-no-one approach, says Philippa Cordingley, chief executive of the Centre for the use of Research & Evidence in Education (CUREE).

"If training is undifferentiated and departments aren't allowed enough time to contextualize information for specific groups of pupils, then it's unlikely to have an impact on teaching practices.

"One way to conquer this," says Cordingley, "is by encouraging teachers to have a particular pupil or group of pupils in mind throughout a session and then to have reflective time to think of ways to help these specific pupils."



Senior leaders can run lots of different small group sessions by working collaboratively with other local schools on training days.

"A team of CPD champions prepare by finding out what the priorities are for their colleagues. Then, by holding a market-place day for a network of schools, the team act like hosts at a party, showing people how they could find what's most relevant to them."

The move towards academisation and away from local authority control, makes it much harder for schools to share ideas, though a new crop of teaching schools, some of which specialize in CPD, have provided opportunities for teachers to hone their skills.

By joining a teaching school alliance, staff are able to watch other schools' ideas in action. "They allow schools to work together, but they also enable them to engage with research through universities. Because alliances are academically rigorous, they provide an environment in which teachers feel comfortable experimenting with learning techniques," adds Alison Peacock, head of Wroxham School, which became a teaching school in July 2011.

At the moment, many teachers are too anxious about exam results and performance targets to try new teaching methods, says Peacock. While she admits that randomly experimenting on children would be reckless, she adds: "Schools do need teachers who are confident enough to ask big questions about what they're doing and who will pursue things in different ways."

At Wroxham School, it was through investment in CPD that Peacock turned her school around from special measures to outstanding in just 10 months. Wroxham isn't alone, numerous studies have shown the significant impact CPD can have upon pupil progress, including research by the Sutton Trust and New Zealand academics .

"Almost always," says Peacock, "if a pupil is struggling in the classroom, it's not because there is a problem with the child – actually, there's a problem with the environment in which the child has been placed."



Professional development, when it's based on academic research and sustained, allows teachers to "unlock the barriers to learning."

Statement of the Problem

This study specifically aims to answer the following questions:

1. What is the profile of the respondents relative by occupation to:
 - 1.1. Age
 - 1.2. Length of teaching experience
 - 1.3. Civil Status
2. What is the top Teacher Framework Competency needed by the teachers through the Continuous Professional Development?
3. What is the least Teacher Framework Competency needed by the teachers through the Continuous Professional Development?

Significance of the Study

This decade has seen unprecedented reform in school education; much effort and commitment has been directed at improving the quality of education. Various changes have been introduced by schools, focusing on the needs of our children as they journey into a world requiring knowledge and attitudes very often different from those taught to their parents. Significantly, the pace of change in society has compelled virtually all people, and educators in particular, to give due weight to the need for lifelong learning.

For educators, the rapid changes taking place in contemporary society have meant an end to the sole emphasis on academic achievements. Instead, our schools are concerned to foster the whole person development of students. A new curriculum has been designed - one capable of responding to individual needs and to be tailored by individual school communities.

Teaching and learning is no longer confined to classrooms, but extends into the wider community. The willingness and capacity for lifelong learning, which we expect from our students, should also be reflected in our teachers. Every teacher should be a continuous



learner in order to advance the quality of our education system and the quality of students' learning.

Continuing professional development of teachers today is crucial to preparing the citizens of tomorrow. While the need for a new emphasis on teachers' continuing professional development is widely acknowledged, it is less obvious how this can be realized in a meaningful, well-planned and coherent manner.

The framework is supported by the parallel development of a generic teacher competencies framework. Together, the two frameworks provide teachers and schools with an essential tool for the advancement of the planning and practice of their professional development.

Practitioners in the education sector are invited to give their views and suggestions about both the generic teacher competencies framework and the policy framework for teachers' continuing professional development.

Scope and Limitation of the Research

The scope of this study will focus Survey on the Teacher Framework Competencies needed by College of Business Administration Teachers through Continuous Professional Development.

Definition of Terms

Competence. Competence is the ability of an individual to do a job properly. A competency is a set of defined behaviors that provide a structured guide enabling the identification, evaluation and development of the behaviors in individual employees.

Continuous Professional Development. CPD stands for *Continuing Professional Development*. It refers to the process of tracking and documenting the skills, knowledge and experience that you gain both formally and informally as you work, beyond any initial training. It's a record of what you experience, learn and then apply.

Framework. an essential supporting structure of a building, vehicle, or object.



Learner. a person who is learning a subject or skill.

Professional. relating to or connected with a profession.

Teacher. A *teacher* (also called a school *teacher* or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Informally the role of *teacher* may be taken on by anyone.

CHAPTER II

RESEARCH METHODOLOGY

Research Design

Since this study aimed to survey the Teacher Frame work Competencies needed by CBEA Teachers through Continuous Professional Development. The researcher made use of the descriptive co-relational design employing the checklist in gathering data.

Descriptive co-relational designs a method which describes an existing relationship between variables is related and it does so by the use of co-relational.

Respondents of the Study

Respondent	Population	Sample
CBEA Teachers	64	30
Total	64	30

Data Gathering Tools

The main research instrument used in gathering data was a survey questionnaire in formal interviews were also conducted to supplement the data gathered.

The questionnaire consists of two parts. Part I elicited items on the respondent's profile while Part II consist on the checklist.

Data Gathering Procedures



The distribution was done personally by the researcher and had to wait for the checklist to be done to prevent the form getting lost or misplaced.

Statistical Tool

In the analysis of data, contain statistical formula had to use to determine the tendency of the respondents perception the researchers employed the simple frequency counts and percentage distribution for analysis of some other data.

In order to establish the perception of respondent's on the different variables the weighted mean was computed.

Chapter III

RESULTS AND ANALYSIS

This chapter presents the analysis as well as interpretation of the data gathered based on the objectives and hypothesis of the research study.

1.1 Age

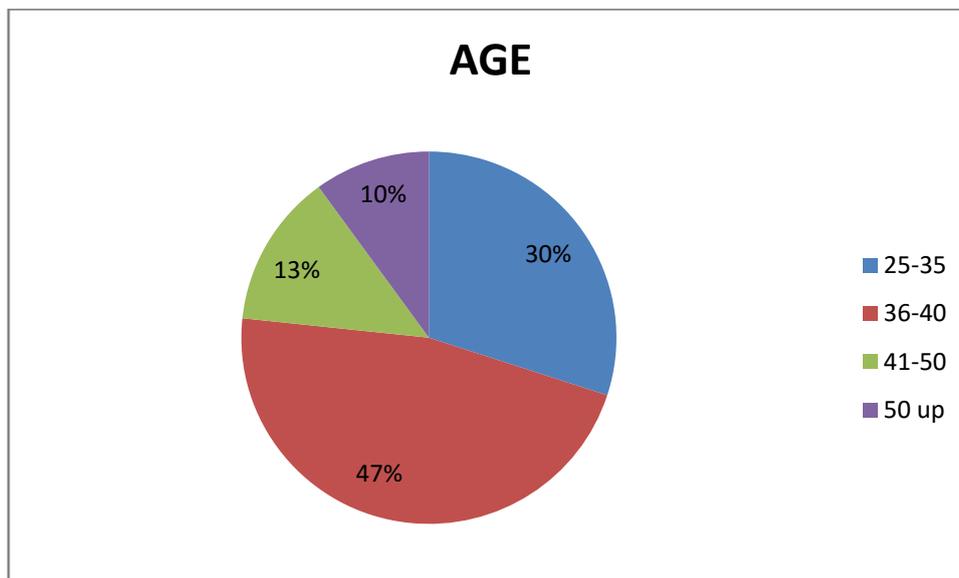


Table 2a

Frequency and Percentage Distribution of the Respondents According to Age

The Pie Chart shows that the majority of the respondents are from age bracket 36 - 45 years old at 47%. On the contrary, there is only 10% representing 50 years old and up.

1.2 Gender



Frequency and Percentage Distribution of the Respondents According to Gender.

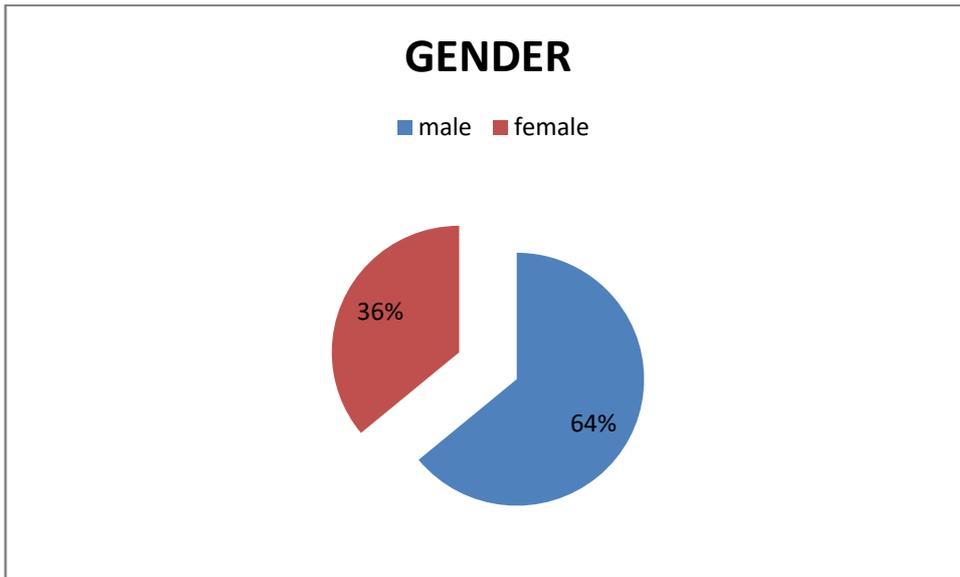


Table 2b

The Pie chart in Table 2b is showing that there are more male respondents than females in the research.

1.3 Length of teaching experience

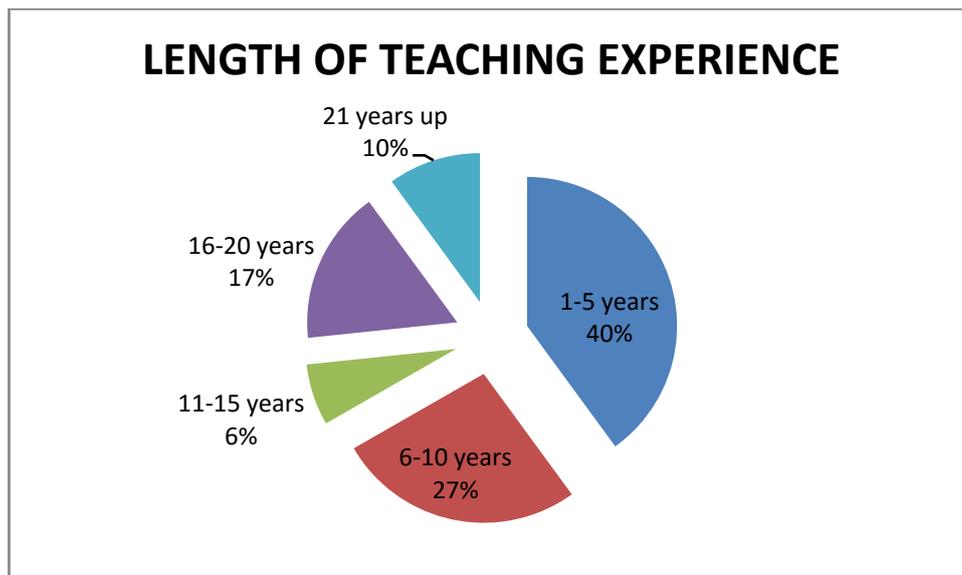


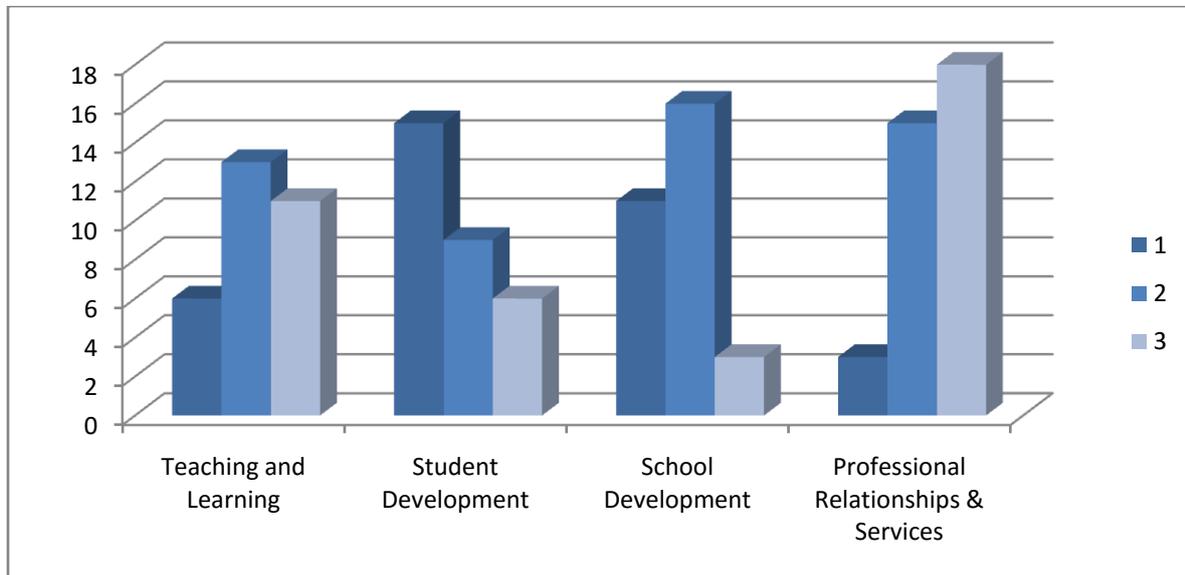
Table 2c

Table 2c is showing that majority of respondents have 1-5 years of teaching experience.



1.5 Survey Result

Table 2e



Chapter IV

DISCUSSION

The data collected from this research shows that there is a huge need in Continuous Professional Development depending on the length of service of a teacher.

Teachers should make a leading contribution to the successful implementation of the CPD framework, for CPD is both a right and an obligation to every practitioner.

Teaching requires a constant commitment to self-reflection and the identification of personal developmental needs. By these means teachers gain experience, establish new contacts, explore new knowledge and contribute directly to the development of the school as a learning community. To meet the challenges brought about by the introduction of new curriculum frameworks, new approaches to instruction and assessment, new school-level reform and so on, teachers need to take as broad a view of professional development as possible.



Through the existing channels / organizations (for example, the school's Staff Development Committee), teachers can participate and assist in the work of formulating the direction of professional development of the entire staff and setting the criteria for recognizing CPD activities. At the individual level, teachers should draft their personal professional development plans in conjunction with the school.

Teachers also have responsibility for promoting professional development within the education sector. They play a crucial role in supporting their colleagues' initial training, induction and continuous learning. They are change-agents of educational reform, exercising an increasingly important professional leadership responsibility.

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