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THE DEVELOPMENT OF SUSTAINABLE PROFESSIONAL DEVELOPMENT FRAMEWORK FOR EARLY CHILDHOOD EDUCATION TEACHERS IN THE PHILIPPINES

JOYCE LEVISTE-BAUTISTA



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ABSTRAK

Program Pembangunan Profesional (PP) guru Pendidikan Awal Kanak-Kanak (PAKK) bertujuan meningkatkan kualiti pengajaran dan pembelajaran kanak-kanak yang sekiranya dikekalkan, memenuhi objektif dan misi pendidikan. Kajian kualitatif ini bertujuan mengenal pasti dimensi dan domain Kerangka Lestari Pembangunan Profesional (KLPP) guru PAKK. Ini adalah untuk menangani piawaian dan dasar baharu kualiti guru yang memberi maklumat terhadap Pembangunan Profesional Berterusan (PPB) di Filipina sebagai tindak balas kepada tuntutan global. Sumber data termasuk kerangka PPB lima negara, dua piawai dan dasar yang berkaitan dengan PPB di Filipina, dua pemerhatian ke atas program PPB, pelbagai dokumen PPB, dan temubual. Sesi temu bual kumpulan, individu dan berfokus, 25 peserta termasuk guru PAKK, pentadbir sekolah dan penyedia PPB terlibat. Model Stake Countenance dan analisis SWOT digunakan untuk mengkaji dan menganalisis data. Hasil kajian menunjukkan bahawa dimensi dan domain KLPP termasuk: (1) asas harus relevan, reflektif, dan berorientasikan hasil; (2) unsur-unsur teras pula perlu memberi fokus kepada pelajar, kandungan, komuniti pengamal dan pentaksiran dan (3) pendekatan haruslah secara perkembangan, sistematik, kolaboratif, dan kontekstual. Dimensi dan domain KLPP ini merupakan kandungan yang membentuk manual untuk membimbing penggunaan dengan lebih baik. Proses KLPP dilakukan dengan bantuan dua belas (12) pakar menggunakan rubrik validasi. Hasilnya menunjukkan bahawa dari segi struktur, organisasi, kandungan, dan makna, manual KLPP memenuhi piawaian yang sangat tinggi. Implikasi kajian ini akan dapat menangani keperluan untuk menyatukan dan menyeragamkan usaha melestarian PP guru-guru PAKK bagi membantu meningkatkan kecekapan pembelajaran serta perkembangan kanak-kanak pada abad ke-21.





THE DEVELOPMENT OF A FRAMEWORK FOR SUSTAINABLE PROFESSIONAL DEVELOPMENT OF EARLY CHILDHOOD EDUCATION TEACHERS IN THE PHILIPPINES

ABSTRACT

Professional Development (PD) programs for Early Childhood Education (ECE) teachers' foster higher teaching quality and learning of children when sustained, meet the objectives and mission of education. This qualitative study sought to identify the dimensions and domains of the Framework for Sustainable Professional Development (FSPD) of ECE Teachers. This is to address the new standards and policies for teacher quality that inform Continuous Professional Development (CPD) in the Philippines and respond to the global demands. Sources of data included CPD frameworks of five countries, two Philippines' standards and policies related to CPD, two CPD program observations, multiple CPD documents, and interviews. For the individual and focus group interviews purposive sampling was used to select 25 participants which included ECE teachers, school administrators and other CPD providers. The Stake's Countenance Model incorporating SWOT analysis was employed to examine and analyse data. Findings of the study revealed that the dimensions and domains of the FSPD include: (1) the basis should be relevant, reflective, and result-oriented; (2) the core elements should be learner-focused, content-focused, community of practice-focused, and assessment-focused; and (3) the approaches should be developmental, systematic, collaborative, and contextualized. The dimensions and domains of the FSPD formed the contents of a manual to better guide the users. The content validation process was done with the help of twelve (12) experts using the Validation Rubric. The results revealed that in terms of structure, organization, content, and meaning the FSPD manual met the standards to a very high extent. Implication of this study will address the need to unify and synchronize efforts to sustain the PD of ECE teachers to help improve instructional competence and ultimately improve children's learning and development in the 21st century.



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LIST OF ABBREVIATIONS

ASDS	Assistant Schools District Supervisor
DepEd	Department of Education
DEDP	Division Educational Development Plan
DS	District Supervisor
ECE	Early Childhood Education
ECEO	Education Early Childhood Organizations
ECET	Early Childhood Education Teachers
DGS	Dean of the Graduate Studies
DS	District Supervisor
LAC	Learning Action Cell
IPPD	Individual Plan for Professional Development
NCBTS	National Competency Based Teacher Standards
OECD	Organization for Economic Co-operation and Development
PPST	Philippine Professional Standards for Teachers
PD	Professional Development
PDP	Professional Development Programs
PRC	Professional Regulatory Commission
SH/P	School Head / Principal



SPD	Sustainable Professional Development
SPDF	Sustainable professional development Framework
STAR	Situation, Teacher's Actions, Actions of Learners, Results
TSNA	Teachers Strengths And Needs Assessment
TEIs	Teacher Education Institutions





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Q	Mapping of PD Domains
R	Application of SWOT Framework Textual Synthesis
S	If / Then / Therefore / Thus Matrix





CHAPTER 1

INTRODUCTION



1.1 Introduction

As we all know, a key educational reform for the 21st century is the building of a new culture for quality education through a comprehensive and continuous upgrading of professional competence among teachers. When teachers' instructional and pedagogical orientations are driven by understandings of 21st century learning, they take on a more facilitative role, provide student-centered guidance and feedback, and engage children in more appropriate and active learning experiences (Leahy & Butler, 2015). It is important to note that the attributes of an effective teacher will depend on





a number of factors that includes the educational context, the type of curriculum that is being taught, the institution in which the teacher is serving, the characteristics of children. Teaching needs to fit a specific context which can be achieved by supporting teachers' Continuous Professional Development (CPD). This CPD should be anchored on the need to retool and retrofit teachers in response to 21st century demands and expectations. It implies a shift in paradigm on how continuing professional development is conceptualized, organized and delivered.

In the face of growing attention to ECE teachers professional development, there is a concomitant need for collaborative efforts to examine what works for whom, within which contexts, and its content (NAEYC, 2009). Researches on ECE teacher CPD must go beyond basic need for teachers' characteristics and their associations with attributes of knowledge, skill, or practice. Rather, it should establish a scientific way that requires building a body of evidence about not only its forms but also its processes to influence change. There is an increasing recognition that systemic approaches are required to address the varying demands and issues in the ECE field (Sheridan, Marvin, & Knoche, 2009). By continuing to develop their competencies after entering the profession, teachers should be able to remain updated with new developments in the field and increase their knowledge about instruction and student learning, both of which support teacher effectiveness (Reutzel & Clark, 2014).

The National Association for the Education of Young Children (NAEYC, 1993) believes that efforts to promote a high-quality system for ECE teachers development can be an instrument to successfully achieve high quality education for





all young children and their families. Accordingly, NAEYC (1993) has developed a framework that identifies key principles of an effective CPD system embedded within the larger system of effective early childhood service delivery. The framework includes several components which includes descriptions of the current diversity of early childhood service providers and preparation opportunities and outlines the assumptions upon which this framework is built; the analogy of a framework to describe the professional knowledge, performances, and dispositions connected with the early childhood profession's diverse roles, levels, and settings; and elements of CPD opportunities.. Similarly, in Singapore conscious efforts were done since 2010 - 2011 to meet stakeholders and training providers addressing the need to have a comprehensive Continuous Professional Development (CPD) framework to guide and support the development of Early Childhood Education (ECE) teachers and leaders as



presented in the A CPD Framework for ECE Teachers in Singapore (2012). This called for a training pathway that aims to raise the skills levels of ECE teachers targeted at building specialised competencies to cater to the unique developmental needs of children.

The creation of CPD framework is particularly important in the Philippine education context with the adoption and implementation of new teacher standards for teaching quality and the in upholding the new policy for the renewal of license. The CPD framework may serve as guide for the Department of Education and other child care operators and teachers to plan and develop on-going professional training, enabling staff to fulfil their present or future roles more effectively as well as maintaining a high standard of professional competence. The CPD framework will





help create well-established definitions of expertise, measurable outcomes and greater accountability for ECE teachers.

One of the major concerns in education is the CPD of ECE teachers, for they serve the needs of the children in the formative years. This need is highlighted in the fact that there is legal basis for doing so, in the K to 12 Law and in Republic Act No. 10157 called “The Kindergarten Act.” There is also an urgency dictated by the move to shift from National Competency Based Teacher Standards (NCBTS) to Philippine Professional Standards for Teachers (PPST) (See Appendix A1). This then calls for a rethinking of how continuing professional development in the area of ECE should be implemented. It is the contention of the researcher that a new training pathway be developed that will sustain the relevance of developing and enhancing sets of skills and specialized competencies required of teachers to succeed in the classroom.

1.2 Background of the Study

Improved education outcomes are being linked to national programs regarding improving teacher quality, professionalism and career stage. Professional development is a significant aspect of teacher quality, with research indicating positive benefits for staff morale, teacher retention and career satisfactions (Darling-Hammond, Hyler, and, Gardner (2017). Regardless of the duration and quality of pre-service education a teacher receives, it is not sufficient to prepare them for the challenges they will face throughout their career . As such, quality continuing professional development is necessary to ensure that teachers are able to meet the





demands of diverse needs of children, engage parents, as well as become active agents of their own professional growth. ECE teachers have a personal and professional responsibility to develop and maintain their knowledge and skills to ensure professional competence throughout their career stage (Sheridan, 2009). To ensure this, ECE teachers should invest in continuing professional development through the assistance and support of other ECE stakeholders guided with a framework.

In the Philippines, there are nationally legislated teacher standards articulated in terms of competencies through the National Competency-Based Teacher Standards (NCBTS) since 2009. NCBTS is an integrated theoretical framework that defines the different dimensions of effective teaching. It was a key element for teacher education and CPD programs. The Department of Education (DepEd) and other government agencies, institutions, and organizations such as Commission on Higher Education (CHED), Professional Regulation Commission (PRC), Civil Service Commission (CSC) and Teacher Education Institutions (TEIs)] refer to the NCBTS to formulate its hiring, promotion, supervision, training, and other policies related to the teaching profession. Most of all, individual teachers in all public elementary and high schools shall use it for their CPD activities (RCTQ, 2016).

The passage of the K to 12 Law (R.A. 10533) in June 2013 as a response to the changes and challenges of the modern world has changed the landscape of teacher quality requirements in the Philippines thus, the need to revise or change the NCBTS. The revised set of professional standards for teachers defines teacher quality is dubbed as the Philippine Professional Standards for Teachers (PPST). The PPST





describe the expectations of teachers' increasing levels of knowledge, practice and professional engagement. It becomes a public statement of professional responsibility of the teachers that can help them assess and reflect on their own practices as they aspire for personal and professional growth. True enough, because CPD programs and teachers' competencies will play a critical role in uplifting the quality of professionals in the Philippines (Alegado, 2018).

Consequently, the Professional Regulation Commission (PRC) released the revised guidelines on the requirement for CPD – Continuing Professional Development for Teachers and for all registered and licensed professionals that was implemented in March 2017 after the effectivity of the Implementing Rules and Regulations (IRR) of R. A. 10912. R.A. 10912 or the CPD Law of 2016 (See Appendix A3), is an Act Mandating and Strengthening the Continuing Professional Development (CPD) Program for all Regulated Professional. All registered and licensed professionals shall complete the required units every three (3) years. Professional teachers are required to complete 45 credit units for the renewal of PRC License. Compliance to CPD law for Professional Teachers started on December 1, 2017 per Resolution No. 11 s. 2017 of the Board of Professional Teachers.

These new policy directions and education reforms intensify the need for CPD programs for all licensed professionals in the Philippines, including the ECE teachers. However, it is imperative to adhere to a framework that provides a unifying vision, guide and direct CPD initiatives for ECE teachers. The framework will provide guidance for the CPD of individual ECE teachers and give direction to other stakeholders for planning, developing and engaging in CPD activities.





1.3 Problem Statement

The ECE teachers need to be well equipped with the latest effective instructional practices through CPD programs. Research regarding emergent trends in teacher highlights the effectiveness of CPD programs for teachers in various career stages. Efforts to help ECE teachers remain abreast of new knowledge, acquire refined skills, and utilize evidence-based practices include specialized training, coaching, and consulting. Whereas, growing evidence indicates that training alone is insufficient, and that sustainable support efforts are necessary to transfer knowledge and skill to practice, little is known about how various forms of CPD operate and interact to enhance advanced learning and generalization to behaviour, and ultimately, improve program quality. The PD opportunities currently offered to teachers frequently fail to meet even minimum levels of quality and fall short of what teachers want to learn and needed to develop (Alegado, 2018). The systems at the school level to support teachers and identify their CPD needs are not working well. Such mechanisms are not effective tools to address the instructional competency needs and problems of the teachers.

In the Philippines, a study conducted by the Department of Education (DepEd) in 2014 revealed that that teachers' performance on content knowledge assessment was poor. Large proportion of teachers felt they needed more in-service training opportunities. The need for professional training and learning was on top of the imperatives for teachers. They emphasized the importance of enhancing their practice. The teachers, however, confessed that 1) there is lack of time for professional





learning, particularly the enrolment to higher degree due to the bulk of reports they need to submit and the demands of other tasks assigned to them; 2) they were not fully trained in the changes of curriculum to meet its requirement; 3) a week orientation and seminar is not enough; 4) not all teachers are given opportunities to attend training or seminars besides they are expected to be at school to teach and guide students at all times; and 5) financial problems is another hindrance.

There are a variety of teacher evaluation models and mechanisms being adopted in the Philippines; however the question is, does a teacher CPD program evaluation motivate and inform teachers to change their practice or enhance their instructional competencies to meet the needs of the 21st century children? The Philippine National Research Center for Teacher Quality (RCTQ) at the Philippine Normal University conducts high impact, applied research directed at teacher quality improvement in the Philippines. Its primary objective is to assist the Government of the Philippines in the implementation of the K to 12 Reform by providing nationally consistent policy advice focused on teacher quality. In 2014 RCTQ in their study, using the Teachers Strengths and Needs Assessment (TSNA) tool that collects data of teachers' CPD, revealed that the need for professional training and learning was on top of the imperatives for teachers. They emphasized the importance of enhancing their practice (RCTQ, 2014). However, despite the limitations, the NCBTS / TSNA continues to inform DepEd in identifying teachers' professional training needs. There are no direct, objective, empirical data or a unifying vision that can be used to address the forecited issues. There has been no large scale research directed at examining the relationship between teachers' knowledge, skills and attitudes and students' learning achievement in the Philippines (RCTQ, 2014).





A number of issues related to current practice with those involved in CPD must be addressed with rigour if quality assurance is to be achieved. With the advent of new teacher standards and renewal of licensure requirements, there should be a paradigm shift of the way we look at CPD of teachers. A new system to support the teachers for their CPD should be based from a comprehensive framework. Besides, the use of TSNA may no longer be appropriate since the TSNA is grounded on the NCBTS, and NCBTS will no longer be used in the system.

Moreover, the current status of CPD in early childhood programs not only in the Philippines but in other countries as well, indicates that much more is known about the structure of CPD than how it facilitates to promote acquisition and understanding of new content, development of processes, and dispositions. Even less attention has been afforded to mechanisms for sustaining individual and group professional growth and development. Likewise, there still exists a lack of systems which are specific to Sustainable Professional Development (SPD) in enhancing ECE teachers' instructional competence and work performance particularly in the Philippines. This is maybe is due to the absence of a framework for the CPD of ECE teachers.

The use of a SPD framework (SPDF) may minimize confusion about effective system for the PD of ECE teachers. The SPDF may also provide a better guide for all ECE teachers' PD programs and projects from the school-level up to the national or international levels.





1.4 Research Objectives

This study aims to provide a research-based support to ECE teachers by providing a framework for SPD in adherence to national and international policies and standards for teacher quality so that teachers enhance their teaching practices leading to children's optimum development.

This study will address the many facets of developing a SPD framework which will effectively assist Filipino ECE teachers and stakeholders in planning for effective CPD.

Specifically, this study aims to:

1. examine the literature about the domains of SPD for ECE teachers accepted as most effective.
2. examine the views of ECE stakeholders on the practices, standards and policies on CPD of teachers;
3. ascertain a framework for SPD for ECE teachers in the Philippines; and
4. validate the content of the proposed SPD framework through consultation with experts.





1.5 Research Questions

In view of the importance of promoting the CPD of ECE teachers through a framework, the guiding research questions were as follows:

1. What are the domains of the CPD for teacher quality accepted as most effective in:
 - a. International Level?
 - b. National Level?
2. What are the views of ECE stakeholders on the practices of CPD for ECE teachers?
3. What CPD framework for ECE teachers is most effective in the Philippines?
4. To what extent is the sustainable professional development framework valid base from consultation with experts?



1.6 Conceptual Framework

It is stressed in many studies that sustaining PD is essential in schools where children's learning and development are improving. Working in concert with the ECE stakeholders and using a CPD framework, administrators and CPD providers can develop a CPD plan that will meet ECE teacher needs, positively impact teaching practices, lead to children's holistic development and eventually contribute to community reform. As information is accumulated on ways to enhance the CPD system for teachers, and evidence is collected that demonstrates its effectiveness, education stakeholders should consider if the program is worth sustaining and how to sustain it after the grant period. There are many frameworks for determining program sustainability (Fullan, 2004).





Figure 1.1 shows the components of CPD framework promoting effective CPD. It illustrates the dimensions that should inform and guide CPD programs towards teachers' professionalism. Knowledge and understanding, skills, and values and attributes should be the focus of PD programs for professional competence and areas for further growth and development of teachers (Collins, 2010 NRC, 2011). This is designed to improve teachers' knowledge, teaching practice and the learning outcomes of students, (Darling-Hammond, 2009) and community reform (OECD, 2009). It can be addressed through active participation and engagements in varied professional learning opportunities (Collins, 2010, Binder, 2012; Desimone, 2012, Jackson, 2017) using varied PD approaches which include assessment, collaboration, and systematic design. ECE stakeholders that include ECE teachers should strive to be current in their professional knowledge and recognize its relationship to teaching practice.

ECE stakeholders need to address each of the needed components for sustainable PD opportunities of ECE teachers. Communicating with and gaining the support of the education leaders are important in ensuring institutional, national, and international alignment of the CPD programs to the actual needs and interest of the teachers, children, and the community. This can be done by providing strategic directions and dimensions for ECE teachers which include the combination of a strong basis for the development and organization of CPD, core elements of CPD, and the various approaches to CPD (Desimone, 2009; Guskey, 2002). The basis for CPD reflects the potential for the CPD program to build a consistent knowledge base and advance understanding around the most effective dimensions and features of CPD.



The core elements that make a CPD programs effective is more important than the type of activity (Desimone, 2009), it is essential that CPD employ core elements as a framework and then reflect on their practice via feedback from participants to ensure continual improvement. To address this, CPD approaches should focus on what can

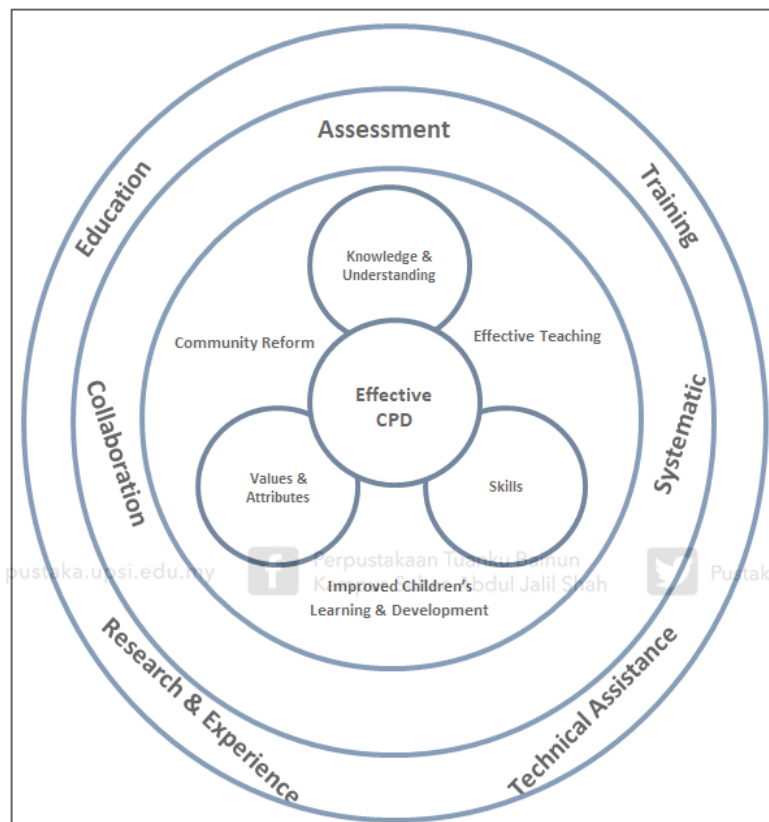


Figure 1.1. Components of Effective CPD

be done to assist those involved to build teachers capabilities in relation to the relevant standards in ways that lead to better outcomes for children. These framework dimensions formed part in this study in categorizing and framing the domains derived from the literature review about teachers' views on sustainable CPD programs.



We know that children's development depends heavily on the role the teacher plays in the day-to-day planning and implementation of classroom instruction. We also know that school administrators as CPD providers can make a difference in children's lives through the kind of CPD programs they provide to improve the way the teachers handle children. However, a gap is seen in the way CPD programs should be, based a comprehensive and effective CPD framework for ECE teachers and how they are actually employed from the school level to the national level; the current study attempted to begin bridging that gap.

1.7 Significance of the Study

Sustainable professional development is a never ending cycle of teacher learning that begins with initial training and on-going for as long as a teacher remains in the profession and in turn, supporting children's optimum development with appropriate content knowledge and pedagogy. This study focused on developing a SPD framework in support of ECE teachers' professional advancement. It hopes to offer the following benefits: This framework is intended to guide decision making related to ECE teachers CPD. It may be used by individual teachers in making decisions regarding their own CPD, by ECE programs making personnel decisions and policies and designing CPD programs, by institutions of higher education and other community-based programs involved in the provision of ECE teachers CPD opportunities, and by policymakers and others concerned with the provision of early childhood services.





The framework does not attempt to impose a prescriptive paradigm, rather it identifies key dimensions and domains that apply across the diverse roles and settings of the early childhood profession and systems. The final direction of the study was developmental until the collection and analysis of data was complete. The best fit would be a framework that may provide for the reframing, reorganization, or reformation of the existing processes of CPD for ECE teachers.

1.8 Limitations of the Study

Limitations in a study refer to conditions, circumstances, and variables beyond the scope of control of the researcher (Creswell, 2013). Three central limitations existed beyond the researcher's locus of control. First, the sample size of the study was circumscribed by the practicality of time and accessibility of participants. Since the study was carried out during the school year, ECE stakeholders' time for interviews was limited. Target dates for data gathering, follow-up, and validation purposes coincide with meetings, school activities, training of teachers or School Heads / Principals, official travels, or sickness of the some participants. Second, the study examined the views of selected ECE teachers and School Heads / Principals from rural and urban schools of two Districts per Division, Dean of HEI, and President of ECEO.

Finally, human bias presented a limitation due to the residence of the researcher in the province from which the sample was drawn. The participants in this study were members of a sample of convenience. The use of a non-probability convenience sampling technique limits generalization and inference making about the entire population. To reduce bias, the researcher assumes the interview schedules and





Focus Group Interview Protocol, which was piloted by a group of ECE teachers, Principals, and Supervisors and critiqued by a jury of experts, is an accurate measure of ECE stakeholders views on CPD. Likewise, the development of detail-rich narrative transcription was used to disentangle the researcher's views from those of the participants. Convenience sampling provided the most appropriate approach to establishing the participant are familiar with each other and the topic is significant to all of them.

1.9 Delimitations of the Study

This study was limited to the views of the selected ECE teachers, School Heads / Principals, District Supervisors on CPD programs they participated and their views on sustainable CPD. The study focused on the views of public school personnel and may not be relevant to private school settings. The study was confined to ECE teachers and not for all teachers in other grade levels. No data was collected from children and parents as they do not have direct participation in the planning, design, and implementation of CPD programs.

1.10 Operational Definition

Providing definitions of key terms relevant to the study furnished readers with supplementary information directed toward a common understanding of key terms used throughout the study. The following terms reflect common themes and influences related to the study:





Career stages refers to the various phases which an employee professional goes through. These career stages highlight the beginning of the job, growth in the organization, middle stages of the career and the last & decline stages of the career. It includes Career Stage 1 or Beginning Teacher, Career Stage 2 or Proficient Teacher, Career Stage 3 or Highly Proficient Teacher, and Stage 4 or Distinguished Teacher (RCTQ, 2016).

In the current study, career stages pertain to the developmental progression as teachers develop with the goal to refine instructional competence and work practice and respond to the complexities of educational reforms.



Continuing Professional Development (CPD) refers to the inculcation of advanced knowledge, skills, and ethical values of teachers for specialization or in an inter- or multidisciplinary field of study, for assimilation into professional practice, self-directed research and/or lifelong learning (R.A. 10912, s. 2016).

CPD in this study is the continuous process of developing, maintaining and documenting the ECE teachers' knowledge, skills, and attitude towards instructional competence enhancement. The process moves from identifying ECE teachers' development needs through planning and then carrying out your learning activities, to reflecting learning, and then applying it and sharing it with others and more importantly to teaching children.





Domain is the professional development conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers (PPST, 2017).

For the current study, domains pertain to distinct areas to assist ECE stakeholders and CPD providers to explore how they may structure their professional and personal development to enhance teaching and cope with the new standards for teaching.

Effective professional development is “a comprehensive, sustained and intensive approach to improving ECE teachers’ effectiveness in raising children’s achievement” (Learning Forward, n.d., p. 1).



Professional development program is considered effective when it is based from the needs of the ECE teachers, result of performance assessments, standards for teachers, and the available research into CPD. The result should lead to deeper teacher learning, and better results in the classroom.

Early Childhood Education

is the first stage of compulsory and mandatory formal education which consists of one (1) year of preparatory education for children at least five (5) years old as prerequisite for Grade One (Section 6, IRR of RA 10533).

It is the period of time which encompasses a child’s school based experiences in preschool through grade three at age five to 8 with the supervision and facilitation of the Early Childhood Education teacher.





Early Childhood Education (ECE) Teacher is a person who works with young children and their families – kindergarten through third grade in public school settings (NAEYC, 1993).

ECE teacher uses a number of strategies in teaching while they nurture children's natural curiosity and their zest for learning. They gain professional learning experiences to support professional advancement, wherever they are in their career stage.

Professional development implies expertise, pursuit of advanced training and maintenance of currency in an evolving knowledge base (DuFour, 2004). It is a

collaborative and development learning process that nourishes the growth of individual ECE teachers through job-embedded, learner-centered, focused approach that impact children's learning and development guided by a comprehensive framework.

Professional standards for teachers refers to the public document that defines teacher quality through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement (PPST, 2017).





Specifically for the study, professional standards for teachers are being considered as an integral part of the solution to current deficits in education and to address educational reforms to support teachers and CPD providers to maintain and improve quality of teaching and learning, and outcomes for learners.

SPDF Manual is a practical guide and resource in planning, and evaluating successful and effective sustainable professional development programs for ECE teachers. The manual provides a practical advice on how to implement appropriate content, strategies, and assessment to meet the professional development needs of the ECE teachers.

Stakeholders refer to the school personnel with personal, professional, and civic concerns with children's learning and holistic development by ensuring that teachers are equipped with relevant skills, knowledge and attitudes (Hipsher, 2014). Stakeholders include the ECE teachers, School Heads/ Principals, District Supervisors, Assistant Schools Division Superintendent, Dean of TEI, and President of a national organization for early childhood education.

Sustainable professional development refers to any program that exists over an extended period of time to portray the amount and quality of change in classroom practice and the effect on learner's achievement (North Central Regional Educational Library [NCREL, 2010).





SPD programs exist with a view to enhance ECE teachers' knowledge and skills that will enable them to consider their attitudes and approaches in supporting the development of children with a view to improve their quality of teaching and learning. Furthermore, it is a continuous process by which ECE teachers move from towards expertise throughout their career stages.

Teaching practice the focus is on classroom structures and the learning experiences of children, appropriate teaching and learning strategies, methods or contents [NCREL], 2010).

For the current study, it pertains to the teaching and learning opportunities and strategies that were being utilized by the ECE teachers over a period of time to portray the amount and quality of change in ECE classroom take an effect on children's achievement.

Views relate how ECE stakeholders perceive or understand the CPD programs taking place (Doerksen, 2012).

In this study, it is an integral tool of description of the ECE stakeholders and CPD providers' hands to portray personal thoughts, characters' feelings about their experiences and observations on CPD programs they participated in various capacities to convey to the researcher. .





1.11 Summary

The main objective of the study is to provide a research-based support to ECE teachers by providing a framework for sustainable professional development in adherence to national and international policies and standards for teacher quality so that teachers enhance their teaching practices leading to children's optimum development. Providing a well-defined structural framework for identifying teachers' views of PD, specifically during transition to and implementation of the new teachers standards and policies for teacher quality through CPD, the roles of social learning, constructivism, adult learning theory, practice-based theory provided, and stage-like models relevant support, constructs, and models could provide the best theoretical foundation. Following the theory put forth, teachers benefit from consistent, supportive, SPD beginning with credential preparation and continuing throughout a teacher's career.

