PROFESSIONAL DEVELOPMENT TRAINING AS THE ESSENCE OF TRANSFORMATION

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The current needs and strategies we need to support is to provide training. To provide effective professional development (PD) training is one of the best ways school personnel can promote fidelity of implementation. According to research, teachers who receive high-quality training, which includes ongoing support, implement with greater fidelity than those who do not receive training. As a matter of fact, those who acquire extensive training typically implement with greater fidelity than those who receive minimal training. Lots of enforcement efforts fail because someone underestimated the scope or importance of preparation. Investing time to learn something in your professional make you rich in your knowledge, if you are not, then it will make you poor in your performance.

Some of the problems we are having or foresee in meeting these needs or supporting these strategies is to evaluating professional development training. The coordinator or designated school team need to evaluate the training to better meet the needs of school personnel, assessing whether participants learned new content or skills, found the PD engaging, or applied the information or skills. The person in charge of compeer PD activities may want to conduct several types of evaluations to gain insight into the effect of the training.

There are indicators that we observe that indicates there is a problem. It includes the teachers are not ready, the strong impact of technological advancement on the field of education, its systems and methods, the shift in the teacher's roles from the traditional to the role of facilitator and guide, lack of skills and experiences required for effective
university teaching, the advancement in developing training programs in various areas of teaching and learning, the need for faculty members to be updated on scientific developments to help improve teaching quality and the increasing number of students, which require increased use of technological innovations.

Since 2000, it has been a problem but because of today’s situation some indicators have been slightly solve. In fact, there are knowledge, attitudes and skills that need to be acquired, modified or changed, represent shortcomings in the target group, require identification of human and technological innovations and of problems that need training, entail constant revision of reality to reach maturity and self-evaluation. So, training needs represent the difference between the present reality of a student’s performance and what should this performance be in future in order to face changes and developments in knowledge, skills, attitudes and abilities.

The information or data exists that provides information about these needs or problems are the absence of market competitiveness, the poor learning outcomes in some specializations, unemployment of graduates due to poor skills and abilities, over-emphasis on rules and regulations, dominance of traditional methods of teaching encouraging memorization over analysis and creativity. Such interferences have directly affected the effectiveness of university education for the following reasons: Neglecting the use of educational technology, the gap between results of scientific research and applications in society, lack of interaction between university and society, mismatch between learning outcomes and community needs and emphasis on quantity over quality in academic preparation of graduates. The most important part of education is proper training because training is the essence of transformation.

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