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**A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE
SCHOOLS**

A Dissertation
Presented to
The Faculty of College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

DOCTOR OF PHILOSOPHY
with Specialization in EDUCATIONAL MANAGEMENT

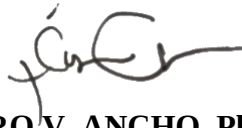
June, 2021

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APPROVAL SHEET

This dissertation entitled “**A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS**” prepared and submitted by **KATHEREEN F. FONTE** in partial fulfillment of the requirements for the degree of **DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT**, is hereby recommended for approval and acceptance.



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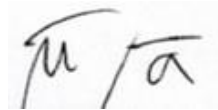
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17 June 2021

DEDICATION

“Commit your work to the Lord, and your plans will be established”

- **Proverbs 16:3**

I humbly dedicate this work to the Almighty God
who gives me wisdom and strengths to finish this endeavor.

And to my parents, family and friends who support and give me comfort
and encouragement during the writing of this paper.

ACKNOWLEDGEMENT

Indeed, nothing will be impossible with God. I thank you Lord for giving me the wisdom and strength to overcome the challenges that I have encountered in my battle to finish this research. Your faithfulness, provisions in many forms and sustaining grace embrace me throughout this adventure.

Likewise, it would be impossible for me to complete this work without the generous help and motivations from several people whom I appreciate greatly.

My parents, family and friends who always believe that I can do this.

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ABSTRACT

Name	: KATHEREEN F. FONTE
Title	: A Faculty Development Program Model for Filipino-Chinese Schools
Key Concepts	: Faculty Development Practices Faculty Development Model Faculty Development Program Model Faculty Development Filipino-Chinese Schools
Degree Program	: Doctor of Philosophy in Educational Management
Adviser	: Inero V. Ancho, Ph.D.

The purpose of this study is to develop a faculty development program model for Filipino-Chinese schools. Using Case Study design in Multiple Case Study approach, this study sought to identify, describe and compare faculty development practices in three Filipino-Chinese schools and examine social contexts in which they are situated. Thus, challenges as well as how these challenges are addressed and the emergent or future directions of these practices are also examined. A set of research questions is crafted based on the review of literature, validated by experts and revised for the purpose of identifying, comparing and describing the faculty development practices in the said schools which formed the bases of the developed FD program model. Data are gathered from school heads, current teachers and leavers through online interview to share their experiences, perspectives and practices. The findings from this study revealed that faculty development practices in the three Filipino-Chinese schools is (1) geared toward institutional excellence,

(2) synergizes the development of leaders, (3) advances community endeavor, and (4) bears the responsibility of individual teachers and the school. In terms of challenges, five issues and concerns emerged namely: mindset of teachers, institutional support, technological concerns, pedagogical obstacles, and social issues. This study concluded that institutional support can nourish or hinder the implementation of faculty development, school culture is an important factor in designing faculty development program, and migration to online teaching now dictates the future direction of faculty development program. Further, this study recommends FD goals tied to performance review and succession planning, encourage collegial atmosphere and develop collaborative teachers, and promote continual improvement in a progressive, innovative and adaptable environment.

Chapter 1

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Chinese education system continues to generate attention and interest for its successive performance in the Program for International Student Assessment (PISA). In the latest 2018 PISA assessment, China and Singapore rank first and second, respectively, topping the world league in Reading, Math and Science. In Math, Shanghai students have outperformed the equivalent of nearly three years of schooling above most Organization for Economic Co-operation and Development (OECD) countries (OECD, 2018). Moreover, China succeeds to invest and establish world-class universities and emerges as a global hub for higher education due to these reasons: (1) Peking and Tsinghua Universities rank as top universities worldwide, and (2) Chinese universities offer excellent incentives and exceptional infrastructure for international students to study, based on the Chinese University 3.0 model (Li, 2016). However, China's rise to become a global force in higher education has taken over two decades. As Zhu and Fang (2011) claimed, Chinese education system keeps on changing over the years and it is reshaped through experimentation and reform on various fronts, focusing on high and universal expectations for all students, great teaching, provisions of resources for struggling students and schools, and a commitment to coherent, long-term strategies. Concurrently, the Chinese government has put in place mandatory national curriculum framework for

primary education and employed textbooks as the principal means to implement curricular aspirations.

On top of these, teachers' professional development (PD) becomes a top priority in the Chinese education system where teachers are required to take part in 360 hours of professional-led workforce development program annually. These programs are tied to the education system's career advancement framework. As part of its long-term development plan, a 'teaching research system' has been set up to allocate trainings and extend support to teachers in the profession (Zhu & Fang, 2011). In an interview with Asia Society, Kenneth Chen stated, "The culture of learning must start with the teaching force ("Advice from Asia," 2011)." Similarly, the quality of teachers is the main predictor of the quality of the education system as emphasized by McKinsey (2011) and teacher professional development remains to be the critical element for school improvement and increased student achievement (Bayer, 2017). Studies continue to affirm that the quality of teaching is the sole significant variable in the school level which influences the achievement of students (Mizell, 2010; Haynes 2011). Schools and school districts need to ensure teachers' continuous engagement in high quality professionalization, to deepen their knowledge and skills, and modify their attitudes and beliefs, leading to the improvement of instructional practice (Mizell 2010; Haynes 2010; Akiba, Wang & Liang, 2015). As Mizell (2010) added, "When educators learn, students learn more" (p.19). Given the recognition of the relationship between the quality of teacher and student outcomes, it has resulted in the investment for interventions, intended to improve teacher quality in low-performing schools and developing countries (Haynes, 2011; OECD, 2019).

Chinese school was first established in the Philippines at the time when Spanish regime ended and American occupation began. Prior to this time, private Chinese education was banned by the Spanish. During American administration, the Philippine government and the Americans charted a non-assimilation policy towards the Chinese. The same policy was enjoyed by the Orientals in the US mainland at the time. The first Chinese school named Anglo-Chinese School was opened in 1898 and later relocated to the Chinese Community Association at Ongpin St. in Binondo, Manila. It was founded by Tan Chue-Lion, the first Chinese Consul in the Philippines. It started with only 40 students, mostly Chinese. The number of Chinese immigrants expanded quickly up to 1930s despite the American exclusion laws. With increasing Chinese population, Chinese schools totaled 58 by 1935. The Chinese schools closed down during the war; however, after the battle, it was observed that there was rapid increase in number of Chinese schools which totaled 159 in 1964 with 52,000 students. Since then, Chinese schools thrived swiftly in the Philippines. Today, “there are 207 elementary and secondary schools for overseas Chinese, three state-run Confucius institutes, and 27 colleges with Chinese course in the Philippines” (Yang, 2014, p. 196). Students in these schools are mostly of Chinese descents and only few non-Chinese students. Although there is fluctuation, the Chinese education still flourishes in the country under the joint efforts of Filipino-Chinese and Philippine Chinese schools’ associations which aim to foster in its students an appreciation of their unique identity by providing an educational environment that strengthen their awareness, and love for their Chinese cultural tradition.

The Philippines boasts of Filipino students who bagged and won awards from various international Math competitions. However, these students mostly come from the best Filipino-Chinese schools in the country. Likewise, a number of Filipino-Chinese students have topped local and international competitions, such as the Math Challenge sponsored by the Metrobank Foundation, the Department of Education (DepEd) and the Math Teachers Association of the Philippines (MTAP); and the International Math Olympiad (IMO). In the 57th International Mathematics Olympiad (IMO) held in 2016, the Philippine team ranked 17th out of 109. The team was composed of private (majority from the Filipino-Chinese schools in NCR) and public high school students. Lee-Chua (2016) stated that to date, this is the best performance of the Philippine team in IMO since 1989, taking into account that the team ranked 36th out of 104 countries in the previous year.

What are the Chinese school systems doing right? Asia Society invited top education ministers from top performing countries in PISA to sound off on these questions and their answer was clear - invest in teachers. “Investing in teachers goes far beyond compensation” (“Advice from Asia,” 2011). Therefore, after hiring and signing in new teachers, school system must provide the right environment and conditions to promote a culture of continuous learning, and to retain them in the profession. In the literature, the terms in-service training, professional learning, professional development, faculty development and continuing professional development are often used synonymously and presented in many different ways; however, Mizell (2010) pointed out that “whatever the term, the purpose is the same — to improve learning for educators and students” (p.5). In the same way, Avalos (2011) contended that “at the core of such endeavors is the

understanding that professional development is about teachers learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students' growth" (p.10). Organization for Economic Co-operation and Development (OECD) adopts a broad definition of professional development among teachers. "Professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (Lemke, 2010, p. 4). As such, professional development of teachers is regarded as a long-term process of growth, facilitated through regular opportunities to promote learning. Mizell (2010) shared that this may happen through attending seminars or conferences, teacher exchange programs, workshops, team meetings, online courses or training events. This may be also entailed with space creation for individual evaluation of approaches, experiences and interactions which can be in the form of reflective diary entries, teacher forums and blogs, or mentoring programs. Professional development as used in this context refers to a wide range of learning experiences, both formal and informal, which enhances the knowledge, skills, and attitudes of classroom teachers to enable them to transform current beliefs and practices into improved practice to increase student learning.

Research has helped to provide a clear picture of what effective professional development program should look like. Darling-Hammond, Hyler and Gardner (2017) identified seven features of high-quality teacher development. These researchers suggested that effective teacher development "has a content focus; incorporates active learning utilizing adult learning theory; supports collaboration, typically in job-embedded contexts; uses models and modeling of effective practice; provides coaching

and expert support; offers opportunities for feedback and reflection; and is of sustained duration” (Darling-Hammond et al., 2017, p.1). However, professional learning opportunities that are available to teachers today have been found to be ineffective in improving instruction. Based on the report by World Bank (2014) as per Filipino teacher’s performance on content knowledge, the percentage of questions answered by the median teachers in grade six are 70% in English, 40% in Math, 20% in Filipino, and 10% in Science respectively. On the other hand, Grade 10 high school teachers were able to answer 40% in English, 17% in Math, 15% in Filipino, and 14% in Science. Likewise, a large portion of teachers felt that they needed more in-service training opportunities. From the same report, 40% of the surveyed Grade 10 high school teachers stated that the additional support they needed most was to improve classroom teaching more and to get involved in better in-service training. Furthermore, the results of the survey of in-service teachers and the National Focus Group Workshops involving teachers, principals, and supervisors revealed that the need for teacher training and development was on top of the imperatives for teachers.

In line with this, the Philippine Professional Standards for Teachers (PPST) was adopted to facilitate the development of teacher quality, essential to continuity and sustainability of education system to face the challenges brought on by ASEAN integration, globalization, K to 12 reform, and the changing character of 21st century learners. In addition to being an evaluation tool or accountability mechanism in place in the implementation of K to 12 Program, PPST is used as basis for teachers’ development programs. Educators at all levels and across all types of programs, not only the novice or

beginning teachers, need to keep their educational practices up to date and consider new approaches to curriculum, teaching, and evaluation. Teaching is the primary activity that most faculty members engage in, throughout their academic careers. Therefore, faculty development (FD) programs should provide an opportunity for them to reflect on their educational practices and discuss their teaching activities, which lead to improving the quality of both their instruction and the programs (Drummond Young et al., 2010).

Indeed, there is an extensive literature on professional development of teachers. However, Cordingley et al. (2015) stated that numerous studies on faculty development focused on subject-specific activities, processes or programs. As Opfer and Pedder (2011) argued, they focused on individual teachers and individual programs or activities without inclusion of influences from the school system context. This sentiment echoes the assertions made by Elmore (2002, explained by Bayer, 2017) that “there is still much to learn about professional development of teachers; there exists a huge gap between what we already know we should do and what we are actually doing” (p. 2). In addition, Darling-Hammond et al. (2017) noted that majority of the implemented professional development programs failed to support changes or improvement in teachers’ practices and student learning. Given the complexity of challenges facing education, school systems need to ensure that professional learning is planned, organized, of high quality, and sustained. Likewise, Robinson (2011) argued that “as the need to respond to challenges of faculty and faculty development program grows, the need to examine faculty development practices grows concurrently” (p. 3).

Recent challenges in the education sector have started during the outbreak of the coronavirus, forcing schools and universities to suspend classes and compel them to deliver instruction in online mode to finish the school or academic year (Bao, 2020). The COVID-19 pandemic necessitates the migration from physical to online mode of teaching and learning to ensure that learning continues. This scenario has obliged educational institutions to develop their online education program and install the required technology infrastructure like internet and cloud-based platforms. However, according to Zhu and Liu (2020), “infrastructure is only the first step towards a new paradigm of teaching and learning in the global pandemic” (Vision for Future, para. 1). This paradigm may represent a shift from traditional and lecture-based activities towards more student-centered activities or merely a shift from face-to-face to online delivery of teaching and learning. In this situation, teachers are crucial for providing high-quality distance education and they are also expected to have knowledge, skills, pedagogy, and ethics to conduct online teaching (Zhang et al., 2020). Thus, upskilling of teachers is of paramount importance. As of this writing, most schools around the world have started to transfer their curricula from face-to-face learning to online delivery in response to COVID-19 pandemic. Unfortunately, the rapid migration to online education happened without much online teaching and learning experiences in both teachers and students. Thus, teachers faced extreme difficulty in teaching in the “new normal” in education. To date, the provision given to teachers has been mainly focused on basic aspects of online teaching, such as how to create an online discussion room, how to use videoconferencing tool or how to record a lecture, with simple tips on limiting recordings to between 10 and 15 minutes and reducing engagement time in

consideration of screen time or techno stress. Moreover, some teachers have continued with the same traditional format of lecture-based activities except that this is now delivered online. Other challenges include the need for a laptop; poor internet connection, with sporadic occurrences of ‘left the meeting and join the meeting’ during the class; classroom management in terms of checking student’s attendance or ensuring students are focused and not distracted easily; social interaction between students and/or teachers; and maintaining verbal and non-verbal communication within online education.

This research study, with its focus on the faculty development practices in Filipino-Chinese schools, aims to fill the research gap concerning the elements of professional development program or best practices in professional development of teachers in these schools and the factors that impact it. Over the past four decades, China has looked for other countries’ experiences for inspiration in the process of making changes for improvement (Zhu & Fang, 2011). Thus, major education research projects always contain a component of the international comparative study to benchmark against developed countries, and draw upon best practices to generate policy recommendations. Like China, we need to learn from the rest of the world to update teaching content and methods. Moreover, the Philippine educational system can benefit from what Filipino-Chinese schools have accumulated in terms of resources, experiences and lessons, and building local or international partnerships with other parts of the world, to cultivate a stronger capacity for its own development. As educational leaders in this system, the acknowledgement of teachers as the key to increasing student learning, providing opportunities for meaningful and ongoing learning for the teachers must be intentional. The

generated data can be used to develop a faculty development program model that can provide educational leaders with the information they need to align professional development policies and practices with research-based principles to create a culture of continual improvement.

In the Chinese context, research on faculty development started only in recent years (Eddy & Li, 2014). In the Philippines, there is a paucity of research focusing on faculty development program or trainings given to teachers in Filipino-Chinese schools where many IMO medalists come from. Such performance can be attributed to certain best practices; therefore, it is noteworthy to take note of the practices of Filipino-Chinese schools in terms of faculty development of teachers. An examination of faculty development practices in Filipino-Chinese schools may aid research in several ways, and the findings of this study are significant for several reasons. First, faculty development program coordinators get an opportunity to examine the existing faculty development programs at their respective schools. Second, the data gathered can be utilized to create a model for effective faculty development program model for the teachers. Third, the findings from the study may provide information about the current practices and emergent directions for faculty development programs that can be used by the school administrators as basis for policy and practice. Lastly, the findings may corroborate assertions of previous research that faculty development is linked to ensuring institutional excellence.

Literature Review

Faculty Development Programs

The term “professional development” has been “defined and redefined” by several researchers and used in different situations with various conceptualizations based on goal, scope and emphasis (Wright, 2019; Avalos, 2011; Hartono, 2016; DiPaola & Wagner, 2018; Bautista & Ortega-Ruiz, 2015). Traditional professional development model is linked to transmission model which regards learning as the acquisition of knowledge and skills which is passed down from educational experts to teachers who then apply this knowledge in their classrooms (Johnson & Golombek, 2011). Lee (2013) described that for decades, a traditional model of professional development is characterized by presentation style approach where participants gather in a specific venue and listen to a presenter to learn about the new trend in teaching a specific subject or a new approach in handling diverse students which the school leaders deem a valid professional development activity for their respective teachers. This process lacks follow-up, feedback mechanism, and the skills taught in the professional development sessions are rarely measured (Bishop, 2016; Baker, 2014). Hunzicker (2011) added that large amount of information is imparted to the participants with little time for application which makes it ineffective.

In contrast, Wong (2011) defined professional development as “a lifelong endeavor, a way of being, and a perspective on how one practices as well as the practice itself” (p.142). It is a continuing learning process in which teachers participate to learn and reflect on how to adapt their teaching practices to the learning needs of the students. Thus, learning becomes embedded in their day-to-day practice. Professional development is “not

a one-shot, one-size-fits-all” event (Flint, Zisook & Fisher, 2011; Diaz-Maggioli, 2003). In fact, as affirmed by Diaz-Maggioli (2003, as cited by Baker, 2014), it is rather an “evolving process” of development characterized by openness and reflection which has the ability to produce the best result when focused on daily tasks in the workplace over a long period of time. Recent evidence suggests that quality professional learning may occur in formal or informal settings, collaborative, intensive, on-going, participant-driven and directly related to classroom context (Darling-Hammond & McLaughlin, 2011; Desimone, 2011; Hill, Beisiegel, & Jacob, 2013; Wei et al., 2009). In essence, “professional development is about teachers’ learning, learning how to learn, and transforming their knowledge into practice for the benefit of their students’ growth” (Avalos, 2011, p.10).

Extensive research has been conducted on teachers’ professional development from a number of perspectives. Desimone and Garet (2015) proposed a refined version of the original framework based on the insights gained from U.S. research that has tested these five features of professional development to be successful: content focus, active learning, coherence, sustained duration, and collective participation. In fact, other authors support these characteristics. “Darling-Hammond identified five key elements of effective professional development: sustained over time, content based, embedded in professional learning communities, focused on concrete tasks in teaching, assessment, observation, and reflection, and modeled in authentic settings” (Lemke, 2010, p.7). According to Darling-Hammond, professional development is most effective when “rooted in modeling student learning with teachers” (Lemke, 2010, p.7). Such modeling entails collective planning, piloting of the lessons, and jointly critiquing of the students’ work.

Liang et al. (2015) examined the relationship between professional development and student achievement. The authors used the latest Trends in International Mathematics and Science Study (TIMSS) data sets in a comparative study. The results showed that compared with other countries, the students have access to teachers who participated in PD activities but half of the student population were taught by teachers who had no professional learning in teaching Math curriculum. The result of the study confirmed that positive relationship between teachers' participation in professional development and higher performance of student in Math subject. This study recommends the inclusion of content specific professional learning activities as an effective tool to strengthen the capacity of educators and to ensure adequate access and opportunities for students to a teaching workforce involved in continuous learning.

In another study, De Rijdt, Stes, van der Vleuten, and Dochy (2013) conducted a review on moderating variables to transfer of learning in the workplace in terms of PD activities in higher education. This article recognizes the positive influence of professional development on student learning and the impact of situation, context, and environment on it. PD must address the issues of differentiated learning such as what works for which faculty and under what conditions need to be adjusted. The design of faculty development initiatives should take into account the interests and needs of faculty members and the influencing variables must be taken into consideration to design an effective PD program. Flaherty (2016) in her report for Inside Higher Ed.com. asserted that faculty development can have a measurable impact on teaching and consequently student learning. Furthermore, professional development opportunities tied with follow-through improve student learning.

Robinson (2011) investigated on the faculty development practices at public community colleges using Gaff's (1975) Alternative Conceptions of Instructional Improvement Model as a conceptual framework. The research questions were selected for the purpose of examining Gaff's three-dimensional construct of faculty development practices such as faculty development, instructional development, and organizational development. The findings from this study suggested that a major concern lies in the identification of ways to effectively implement faculty development practices, personal interests influenced faculty development practices, and there is a need to adapt their practices to accommodate changing needs of accrediting agencies and other external policy makers while remaining focused on the learning needs of students. In addition, location (urban, rural, suburban, multi-location) is a critical variable due to faculty development program coordinator's years of experience; FD practices vary at all locations; interests and concerns of faculty influence the FD programs across all locations; no consensus is found about current FD practices at all locations; and FD program's primary purposes, challenges and future direction differ across locations.

In 2018, Kasprabowo, Sofwan, and Bharati conducted a qualitative study on perceptions and the implementation of professional development through publication among 13 English teachers. The findings revealed that English teachers had positive perceptions towards professional development activities through publication. In practice, only few teachers wrote or published their works due to the following reasons: limited time of the teachers to write, lack of training on writing and other responsibilities besides teaching they had to take on. In addition, it was shown that to assist teachers publish their

works, teacher educators were needed. Teachers' active participation in teachers' forums to aid them to write were proposed to be encouraged.

Aarto-Pesonen & Tynjälä (2017) conceptualized a model of adult learners' professional growth in a two-year tertiary work-based and collaboration-oriented teacher-qualification program in physical education. The data were collected from the reflective learning diaries of adult learners (participants) and were analyzed using open coding analysis with the constant comparative method of the grounded theory approach. This study presented the complexity of the professional growth process of an adult learner depicted in a horizontal dimension (widening perspectives of reflecting and learning in a professional growth process) and vertical dimensions (transforming self-image, expanding self-expression and widening agency). It described "the transition from being an experienced but unqualified teacher to being a formally qualified, certified PE teacher" (p.10). Moreover, this conceptualized model is believed to be a useful tool in designing curricula to integrate theory and practice in teacher development.

Other researchers, Hilton et al. (2015) conducted a study on the impact of school leaders' participation in a teachers' development to teachers and themselves. The data consist of surveys, interviews, and workshops discussions collected from participating teachers and principal. The teacher's development program aims to promote teaching and learning numeracy in a span of two years. This research study concluded that school leaders' participation in the teacher's professional development program has a positive influence for teachers. The presence of the school leaders capacitates the teachers to enact and reflect on new knowledge and practices. Concurrently, PD's positive influence on the

professional growth of the leaders was also revealed. This study inferred that there is a need to design a professional development program for school leaders and teacher educators.

Faculty Development in Chinese Schools

Thomas (2015) studied the existing practices of teacher professional development in one of the best private secondary Chinese schools in Brunei Darussalam in terms of student performance at the GCE O' level public examinations. This study explored the PD activities found valuable by the teachers. The researcher utilized a qualitative study and collected data through participant observation, interviews and document analysis. The findings revealed that teachers mostly benefit from FD activities that are informal and interpersonal in nature. The result of the study showed that: (1) The school leaders are facilitators of FD through sharing of professional knowledge and guidance, mentoring, and encouraging innovative ideas of the teachers; (2) the school community is also an FD facilitator in which learning through observation with teachers and colleague, informal and formal sharing of professional knowledge, role modeling, and mentoring take place; (3) students are also facilitators since they provide teachers with intellectual stimulation from their questions and interaction; (4) professional development is self-driven since it is learning from experience, self-updating, feedback from others; and (5) personal beliefs and dispositions of individual teachers must also be considered. The results showed that school leaders, the teacher community in the school, students, and the teachers themselves were the agents in the school that facilitated teacher empowerment anchored on distributed leadership, collaborative apprentice model of teacher development, and self-driven teacher

professional development (Day & Harris, 2011; Glazer & Hannafin; Grangeats, 2012). These findings revealed the absence of common professional development activities such as workshops and seminars by outside experts. As recommendation, the author proposed to explore the reasons that external initiatives are not considered by teachers as beneficial to them and what culture influences the teacher professional development in terms of initiation and preparation with respect to the differences between Western Socratic and East Asian Confucian educational traditions.

Another researcher, Wong (2015) investigated the current situation, characteristics, and issues in in-service teacher training in Malaysian Chinese High Schools. This study is based on the teacher training programs that are currently managed by New Era College of Malaysia. The findings revealed that there are numerous constraints and problems to be faced and overcome with regards to the neglected subject of teacher training in Chinese independent secondary schools. These are from the four perspectives pertaining to the desire for training, planning, available resources, and management of training programs. The researcher proposed the formation of a Three-Step Training Model which puts equal emphasis on theory and practice. This model involves three aspects: (1) Strengthen the teachers' theoretical knowledge in the broad discipline of education by providing courses with emphasis in principles of pedagogy, teaching, counselling, psychology, and trends and issues of education in Malaysia; (2) provide training relevant to real-life situations such as teaching demonstration and observation on performance; and (3) encourage teachers to pursue post-graduate studies and conduct research on specific aspects of teaching and education to deepen their understanding of education issues and related problems. This

study concluded that using this model in training teachers can: (1) Help formulate appropriate strategies to prepare the teachers and ensure the future of Chinese education; (2) provide reference on the practical aspects of implementation and management of teacher training in Malaysia and other countries based on cumulative experiences; (3) reduce dependence on foreign-trained teachers; and (4) establish a system of training that meets the regional needs of Chinese education in Southeast Asia.

Huang (2017) conducted a five-year intensive fieldwork adopting narrative research tradition to examine Chinese teachers' cross-cultural learning and induction experiences. The data were collected including participants' observation, reflective journals and portfolios submitted to the program during their three-month stay in Canada, as well as interviews, debriefing notes, and participants' observations at their schools after their return to China. The researcher investigated the phenomenon using the lens of three-dimensional inquiry space and revealed the following. First, cross-cultural experiences provided global perspective and enabled the teachers to become reflective practitioners. It also helped them expand their notions of being good teachers which at first was deeply rooted in traditional Chinese culture. Second, Chinese beginning teachers struggled to verbalize their thoughts and mingle with peers among a range of past practices, lived experiences, and cross-cultural experiences. Third, this study was found to illustrate an effective approach to teacher education, focusing on cross-cultural experiences' influence on pedagogies, teacher-student relationships, socialization, and beliefs on teaching and learning that cut across global and national curriculum boundaries. Lastly, the features of Chinese teacher induction were revealed such as the accommodation of flexible time to

reflect, provision of mentorship and guidance, and availability of various organizational assistance.

Eddy and Li (2014) examined whether e-learning could meet the needs of faculty members in terms of professional development. This study used a survey instrument and exploratory interviews with faculty members to collect information for the research. The results revealed the following: (1) Faculty members prefer self-education to formal training; (2) e-learning is the means they use to develop in their profession; and (3) it is practical for colleges and universities to embed faculty development opportunities via electronic means. Furthermore, the survey results revealed that individual factors, i.e. willingness of the individual, have a highly effective influence on faculty e-learning use. In addition, incomplete interpretation was found due to insufficient variables for environment factors presented in this study. Therefore, recommendations for future research stipulate to (1) include other variables in constructing measurement for environment, (2) expand the sample size, and (3) examine environmental factors that drive e-learning behavior.

Li (2016) taking a historical-cultural approach, conceptualized the Chinese University 3.0. It embodies China's scholarly tradition but is influenced heavily by various Western models over the 20th century. The significant values and features and probable contributions in a global age of University 3.0 were investigated. The researcher differentiated the three distinct stages of Chinese universities in history: Chinese University 1.0, Chinese University 2.0 and Chinese University 3.0, and looked into their institutional development and characteristics; then, the Chinese University 3.0 and its path toward

world-class status, internationalization, and mass higher education were focused on. How core values and features such as self-mastery, intellectual freedom, humanist (zhi-xing) mission, and institutional diversity (he'er butong) propel these institutions to its top ranking worldwide were explored. This study has demonstrated that Chinese University 3.0 has some common characteristics with European and Japanese models of university but culturally different to the American models of university. This study has also emphasized that Chinese University 3.0 aspires to be recognized in excellence in knowledge exploration and teaching and learning globally. However, in the pursuit of building world-class status, caution not to sacrifice the distinctive local cultural frameworks that exists in China must be taken. As recommended in this study, for Chinese University 3.0 to be successful, it should be capable of balancing its cultural heritage with the need to pursue quality and excellence and to meet new and emerging societal demands.

Peng et al. (2014) examined the notions of quality as experienced by key stakeholders (national and local authority policy makers, teachers, head teachers and students) in three regions of mainland China using interview and focus group. This investigation explored the experiences of teachers with particular attention to aspects of their work with a clear link between individual and national development. The findings identified that pressures due to the changing societal patterns and demands of curriculum reform, affect the teaching quality. They aggravate the issues between the traditional reliance on the “teach-for-test culture” and the demand for lifelong learning. In addition, structural and funding inequalities across different regions and between urban and rural schools were found such as (1) disparity in students’ experiences, (2) shortages of

specialized teachers, and (3) a lack of opportunity for quality professional development. It was revealed that opportunities for further training organized from national to school level were available but teachers and schools could not take advantage of these, due to insufficient resources, the need to cover for absent colleagues, and imbalance in terms of teacher qualifications and subject specializations. In light of these limitations, this study recommended school-based training closely connected with local issues and at the same time, provision of more opportunities for more teachers. Further investigation was recommended on the relevance of Western concepts such as professional learning community (PLC) in a local context and to combine western and Confucian heritage concepts, to come up with localized practice that would help to enhance teacher professional learning.

Zhu and Fang (2011) examined the major reform and change of teacher education in China in the new era. The findings illustrated the positive effects of the education reform in China which includes the following: (a) changing role of the central government, (b) innovations in curriculum and instruction in pre-service teacher education, and (c) strengthening of in-service teacher development. In terms of strengthening in-service teacher training, three major features were highlighted: (1) Institutional transformations for in-service teacher education, focusing on the shift to help teachers raise educational qualifications and instructional quality; (2) school-based model of teacher development, focusing on the shift to university partnership model which aims for the development of in-service teachers in teaching, research and professional learning; and (3) online teacher development model in which e-learning emerged as viable option for teachers and several

websites were established to deliver online training to teachers. The researcher concluded that teacher education in China is shaped and reshaped by borrowing models and learning from experiences of other countries. However, this study pointed out that reform and development should reflect the unique features of China's own teacher education and develop cases of best practice to teacher education globally.

Another research, The Professional Learning Program, was conducted by Lee (2013) in China from 2010 to 2013. This project aimed to develop adaptive expertise of teachers in using technology to promote innovative teaching and learning in Chinese classrooms. The emphasis of the program lies on the development of knowledge, attitudes, habits-of-mind, skills and confidence within the participant to successfully enact and implement the change in the curriculum. The evidence suggested that teachers made significant progress towards attaining adaptive expertise as shown in their increased confidence to apply and demonstrate various range of pedagogical content knowledge in teaching general technology using the robotics. Moreover, the researcher concluded that there is a need to customize the program to local conditions. The program needs a strong conceptual framework to make it more effective. Setting an optimal number of participants for the program, selecting teacher participants carefully, and involving school leaders to the program are required.

Faculty Development Models

Our knowledge about education is evolving continuously. To keep pace teachers must “refine and redefine” their views, assumptions and practices about teaching through

professional development (Jao, 2013). This aptly describes the need for educators to hone their craft to become the best teacher who is able to adapt, reflect and promote lifelong learning.

The Teacher Growth Model (TGM) “is a professional development model aiming to encourage and engage teachers in continual learning, and take ownership of their professional growth and personal well-being” (National Center on Education, Singapore). TGM presents the five desired outcomes that the Ministry of Education envisions to produce: Ethical Educator, Competent Professional, Collaborative Learner, Transformational Leader, and Community Builder. The design of the TGM Learning Continuum is relevant to teachers’ stages in their career pointing to three career tracks: leadership, specialist and teaching. Using the TGM Learning Continuum, teachers have the autonomy to plan their learning, relevant to their professional needs and interest. Moreover, their learning alignment to the knowledge and skills needed to nurture students in 21st Century competencies, becomes possible. Furthermore, TGM encourages teachers to pursue professional development through multiple modes of learning and platforms including “face-to-face and information communication technology-based courses, conferences, mentoring and research-based practice, networked learning, reflective practice, and experiential learning” (TGM Fact Sheet, Multiple Modes of Learning) which give every teacher the opportunity to grow.

Jao (2013) explained that in the peer coaching model of professional development, both participants have a chance to observe their own teaching practices, reflect, and collaborate as they give support and feedback. This represents a reciprocal benefit for both

participants, as they both learn from the shared experiences. This qualitative study examined the peer coaching experiences of Grade 1 and Grade 3 Mathematics teachers. Using the Ten Dimensions Framework for professional growth, each teacher participant chose two dimensions to focus on teaching practices that may produce excellent student performance. Teacher interviews and observations of peer coaching sessions were collected as form of qualitative data. The findings highlighted that resources are needed to support the process, challenges and benefits of peer coaching. The participants affirmed that the collaborative nature and value of the model has potential gains.

Estepp, Roberts and Carter (2012) have introduced experiential learning model for faculty professional development. This responds to the reports made by The National Association of Colleges and Employers (NACE, US) that college graduates are underprepared to enter the workforce because they do not possess the desired skills such as critical thinking, problem solving, teamwork, and leadership skills required in the 21st Century workplace. Critics of higher education insist that instructors should focus on effective teaching strategies that promote learning. However, most faculty members are hired for their expertise in research and have little or no preparation in pedagogical techniques. Therefore, there is a need for faculty development programs that teach instructors effective instructional methods. This article proposes an experiential learning model for faculty development to help college instructors learn how to implement and use various instructional methods to become more effective in their teaching and improve undergraduate training. This model consists of three stages including planning, delivery, and evaluation and utilizes field experiences, reflection, and peer observation.

Hathorn and Dillon (2018) explored teachers' experiences in the context of education reform in United Arab Emirates. This study used the pragmatic lens to discover if action research (AR) as a model for professional development (PD) could augment the teacher's PD to improve their pedagogy. A survey was used to gather data which revealed the following findings: (1) Teachers need more individual support during the AR process, (2) teachers should allocate more time to work on classroom-based research, and (3) research materials should be made available to teachers preferably in languages other than English. In another study conducted by McNiff (2013, as cited by Postholm, 2018), action research (AR) was seen as a tool for teachers' professional development that motivated and made them feel they had autonomy over their own learning process. In addition, they became more knowledgeable about the content, thus increasing their confidence and comfort in teaching their subject matter and meeting the needs of their students (Bissonnette & Caprino, 2014).

Peteers et al. (2013) stated that teacher's role to encourage, promote, and foster self-regulated learning is important. Teachers can enable students to engage in an environment and a structure that promote self-directed learning. The authors found that primary school teachers were willing to introduce self-regulated learning in their own classroom but were prevented by different influences. This paper indicates that the teachers' own self-regulatory competences are critical elements in implementing self-regulated learning (SRL) in their classroom. In general, teachers who understand and appreciate SRL processes can promote it effectively since they can adjust their instructional approach based on their own SRL skills. This paper also recommends to design SRL environments for

professional development of teachers, explore the impact of teachers' SRL skills on student motivation and achievement, and examine the influences of SRL on teachers' teaching success.

Inquiry-based teaching development can help forge stronger connection between research and teaching effectiveness. This process entails "high levels of trust and good will on the part of participants, and even higher levels of ethical commitment on the part of facilitators" (Adams, 2009, p.17). In her paper entitled "The Role of Scholarship of Teaching in Faculty Development: Exploring an Inquiry-based Model", the author described how educators reconceptualized and polished their views on pedagogy and university teaching. This study conceded that collaborative, inquiry-based faculty development is effective in promoting better educators. The following factors were found helpful in the growth of effective educators such as feedback from students and colleague, and focus on professional inquiry that leads to the professors' understanding of effective practice in university teaching.

To explore the concept of Professional Learning Community (PLC), Owen (2014) conducted a study within three schools. This study reviewed pertinent literature on PLC and focused on surveys and interviews. Findings showed that core elements of PLC are found to be consistent across literature and practices within respondents' school. PLC core elements comprise shared vision and values, collegiality, joint practical activities and student learning data, teacher inquiry, and leadership support and opportunities. The results also revealed the importance of school leadership in nurturing PLC and some PLC features that intensify the impact of professional learning. The features include financial supports,

clear expectations, and engagement in discussions to transform professional practices. These characteristics are also linked to developmental phases of establishing PLC that can help nurture the professional growth of teachers and improve student learning.

Typically, most professional development activities occur out of school. However, professional development activities can be job-embedded or contextualized through collaboration or coaching. One such model is peer observation, pointing to monitoring and linking professional development, implementation, and student achievement initiatives at the school level. Coupled with three-step teaching demonstrations (pre-observation, conferences, and post-observation), observations can be used as an approach to ongoing professional development. Breiman (2019) explored the use of peer observation as a PD tool within three teams of two teachers. An experienced teacher was paired with a new teacher with the same instructional content to make the peer observation process more relevant. The findings revealed that peer observation builds collegiality, facilitates exchange of instructional techniques, and helps teachers how to give and take constructive feedback. As a form of continuous professional development, this approach affords teachers an opportunity to share classroom practice and learning; develop teaching techniques, skills or method; and create and build competences with other teachers within a collaborative community.

Throughout the DepEd, different methods of teacher professional development are executed to advance teaching-learning processes. The DepEd is committed to invest and support the continuing professional development of its teaching personnel based on the principle of lifelong learning because teachers as educators, as professionals and as

individuals are responsible for the education of the next generation. They play an active and vital role in the development of productive and dedicated citizens.

Republic Act 10533 or Enhanced Basic Education Act of 2013 states that upon hiring, new teachers shall undertake additional training to upgrade their skills to the content standards of the K to 12 Basic Education Program. As such, “Teacher Induction Program (TIP) is institutionalized to provide a systematic and comprehensive support system for the newly hired teachers in order to seamlessly immerse them in the teaching profession in the public school system” (DepEd Order 43 s. 2017, p. 2). Bilbao et.al. (2013) recommended the induction of new teachers in DepEd to orient them on the programs and policies of the department and to provide assistance to enhance: (1) teachers’ commitment and retention; (2) teachers’ instructional practices; and (3) improve student learning (Ingersol & Strong, 2011). This program employs various activities using modules through systematized in-service training; job-embedded learning; mentoring; differentiated supervision; LAC sessions; and other INSET activities in different modalities such as face-to-face, online, or blended learning. The activities are developmental, learner-centered, inclusive, research-based, culture responsive and gender sensitive, need and competence based, integrative, and flexible and dynamic.

Likewise, In-Service Training for Teachers (INSET) as the DepEd’s professional development is one of the tools to help improve teaching-learning (Tupas & Noderama, 2020). INSET is conducted twice a year planned by the DepEd and organized per district to facilitate appropriate and exact designs of INSET based on the current needs of the school in the locality. It is usually held every May and October of each school year. This

program aims to stimulate professional growth, keep pace with recent trends in education and enhance competencies in specific disciplines. This covers topics about current trends and issues in the Philippine education system facilitated by experts and practitioners to help them bridge the gap in the primary education curriculum. In-service education for teachers is critical because it can help teachers' professional growth and development. Furthermore, repetitive intervention like training teachers can affect educational techniques and lead to improving learning outcomes. However, Tupas & Noderama (2020) proposed to have fixed standard for INSET, evaluate the INSET and provide hands-on activities and current trends to increase interest and participation among teachers. Bongco & David (2020) recommended that "in-service training (INSET) from the DepEd should be stronger and more developmental in nature" (p. 29) to provide support for teachers on how to facilitate the adaptation of any new or improved curricular changes.

Meanwhile, DepEd envisions the Learning Action Cell (LAC) sessions to serve as school-based continuing professional development strategy to improve teaching and learning (Capili-Balbalin, 2017). LAC sessions are conducted by group of teachers who participate in collaborative learning sessions to solve common challenges encountered in school facilitated by designated LAC leader or the school head (DepEd Order No. 35, s. 2016). Such challenges may include diversity of learners, inclusion of students with special needs, content and pedagogy, assessment and reporting, and ICT integration (Cabral, 2019). The content of the LAC sessions may be determined through needs assessment, then the results can guide teachers in listing their priority areas of learning. Commonly, LAC is a half-day session done in the school once or twice in a month. This can be done in pairs

or in small group. This program was designed to alleviate the deterioration of education in the country by improving teacher quality. However, Durban (2012) reported that problems attached to the non-observance of LAC falls down on the following reasons: (1) constant implementation of programs in education was not properly monitored and (2) there is no evaluation of the implemented program in education. Moreover, Capili-Balbalin (2017) pointed out that this approach to FD prescribes a speaker-listener relationship among teachers and school leaders.

The DepEd distinguishes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning. As stated in D.O. 42, s. 2017, the Philippine Professional Standards for Teachers (PPST) specified what the teachers should know and be able to do to achieve competence, improved student learning, and quality education amidst numerous drivers of change. It has seven (7) domains that encompass 37 strands detailing more specific dimensions of teacher practices. PPST serves as a framework for the overall learning and development programs for teachers to ensure that they are properly equipped to implement the K to 12 Program. In line with this, Hero (2019) recommended that the DepEd should continue to implement PPST as performance evaluation to improve teachers' performance inside the classroom and to ensure quality of education in the country. Furthermore, DepEd issues the professional development (PD) priorities for teachers for SY2020-2023 which is drawn from PPST and shall support the continuous upskilling and reskilling of teachers that will result in better learning outcomes. The three-year PD priorities shall allow flexibility for specific local needs, priorities and emerging developments in teacher PD (D.O. 50, s.

2020). It also directly supports the effective operationalization of DepEd's Learning Continuity Plan (LCP) in light of covid-19.

As in DepEd teachers, it is vital that teachers in private institution keep up to date on the most current concepts, thinking and research in their field. In private schools, induction program constitutes onboarding activities for newly hired teachers. Teachers are oriented on vision, mission, goals, and core values of the school; organizational structure and processes; and salaries, wages, and benefits among other things. Combined with differentiated supervision, job-embedded learning and mentoring program, teachers are oriented to the adaptation of K to 12 curricula in the school, instructional processes, and school and community linkages. INSET is also practiced in these schools as mandated by DepED.

Components of Comprehensive Faculty Development Model

Hudak (2013) emphasized that comprehensive learning model identifies the need for teachers to see the connection between their learning and their practice which affects student achievement. In addition, the components of a Comprehensive Faculty Development Model include instructional development, professional development, leadership development, and organizational development (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998).

Instructional Development

The instructional development component offers teaching improvement opportunities. It is a key component of faculty development practices. Educators must use different teaching and learning approaches to meet the needs of today's diverse learners. In developing the pedagogical knowledge, skills, and beliefs necessary to teach, Irby (1996) proposed a series of steps through which faculty must progress. These steps include (1) challenging assumptions and developing understanding of problem-based learning, (2) experiencing and valuing the tutorial process, (3) acquiring general tutor skills, (4) developing content-specific tutor knowledge and skills, (5) acquiring advanced knowledge and skills, (6) developing leadership and scholarship skills, and (7) creating organizational vitality. In planning effective faculty development programs, it is recommended that these steps must be followed.

In the study by Drummond-Young et al. (2010), the collaborative faculty development program was designed in keeping with conceptual models and guided by needs assessment. The greatest needs found were skill development and understanding of curricular sequencing. These were met through planned activities and discourse which occurred as the faculty became acquainted with each other, the program, and the context in which they dialogued. The activities were developed to engage participants in creative and reflective dialogue, and mentorship program was also established to reinforce those. It also included regular offerings of Brown Bag Lunches, weekly meeting and other workshops.

Educators must recognize that instruction plays an important and central role in meeting the learning needs of a diverse student population. Murray (2002, as cited by

Robinson, 2011) suggested that instruction can be improved by creating faculty development programs to assist faculty in developing new teaching skills and strategies. Gaff's (1975) framework concluded that instructional development focuses on the conditions of learning, particularly courses and curricula. Consequently, he defined instructional development as the systematic and continuous development and application of learning principles, coupled with the appropriate educational technology to develop the most effective and efficient learning experiences of students (Gaff, 1975 as cited in Robinson, 2011).

Instructional coaching has emerged as a professional development best practice that increases teachers' skill level and improved student achievement (Knight, 2011 as cited in Devine et al., 2013). In this study of Devine et al. (2013), a search on literature was conducted and the instructional coaching, composed of classroom management, content planning, instruction, and assessment for learning was found. This study utilized instructional coaching as a new strategy to implement teaching practices based on partnership approach. The coaches worked closely with the principal and teachers on-site to implement the school improvement initiative. The evaluation of the program revealed that the coach provided on-the-spot support to teachers. Moreover, the coaches learned the culture of the school and adapted their coaching activities to meet the unique needs of the teacher and students. Therefore, instructional coaching can support schools in implementing new teaching practices systematically and of high-quality.

Postholm (2018) conducted a review study on teachers' professional development in school and found that the methods used in PD influenced and mediated teachers'

learning. As cited in her review study, Chen (2017) described the lesson study method (LS method) for teachers' professional development in 10 schools in China. The findings asserted that LS method improves the quality of teaching because teachers are not afraid to make mistakes, mistakes provide an opportunity for learning and it becomes an object of focus in reteaching. The teachers also found that teaching in groups is rewarding. Another study cited in the review supported these findings. Kullberg et al. (2016) conducted an observation study focused on twelve Mathematics and Science teachers in four lower secondary schools in Sweden. The authors reiterated that a modified learning study (LS) method improved the teachers' teaching practice and contributed to their professional development.

Sung, Lee, and Choi (2016) analyzed the pedagogical practices of Hyukshin School movement project in South Korea. This study aimed to analyze the contradiction, mediation, and school change brought by the new educational policy to move the schools away from traditional teaching to a more student-centered approach. Prior to this mandate, the dominant paradigm in the Korean classrooms was to teach for test --- to achieve high test scores in standardized test like PISA (Program for International Student Assessment). In this qualitative study, the researchers collected data through interview, observation, and other meaningful artifacts like teachers' reflections to study the phenomenon on school change. The findings revealed that the test-driven culture in teaching is the main contradiction to achieve collaborative education. In response, some mediation tools were implemented like crafting a new school vision, creating school-rule collaboratively, and

employing u-shaped seating arrangement. The findings highlighted that shared mission, collective learning, and democratic teaching are essential for school change.

Professional Development

The concept of “professional development” programs emerged in the late 1970s to address the need for a more comprehensive approach to faculty development. Up to this point, faculty development practices have traditionally focused on the “teaching” rather than the “teacher” aspect of the profession. Professional development promotes scholarship and academic success (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998). It also enables a novice faculty to integrate into the new program or school and navigate his or her way to becoming a successful member through assimilation (Irby, 1996). As Drummond-Young et al. (2010) explained, faculty members are required to understand the professional requirements of being part of the program partnership and the expectations of the accrediting body for collaborative work. As part of educational paradigm, doing applied research is mandated and the university provides college partners with support and access to resources for professional development such as (1) a research unit as venue for research interest groups and for mentoring junior researchers, and (2) conducting ongoing workshops to develop research competencies and for publications of research, along with constructing curriculum vitae and teaching portfolios. According to Brawer (1990, as cited by Robinson, 2011), professional development initiatives supported faculty members in their discipline and were implemented through research grants, professional conferences, and other discipline related activities. Some additional practices included in this dimension

of professional development were growth contracts and a visiting professorship program. Most professional development programs focused more on the scholarly pursuits of faculty members, as opposed to enhancing instructional performance in the classroom.

Postholm (2018) emphasized the impact of outside content experts and collaboration on the success of teachers' professional development. One research cited in her review is the qualitative study completed by Olin and Ingerman (2016) in Sweden. The authors explored the collaboration process between a team of two teachers and a team of four researchers. The teams met weekly for about an hour which lasted for three semesters. The findings indicated that (a) collaboration was inhibited by cultural differences in schools and universities and by low degree of connection to teaching activities; (b) shared and flexible content, free time for meetings, and a reflective meeting were necessary in the collaboration process; and (c) it took time to build trust among the participants involved.

In a similar study, Ermeling and Yarbo (2016) led a case study to explore the potential of collaborative partnerships with outside content experts (OCEs) to influence instructional planning between two teacher teams. The teachers were composed of different subject-specific discipline including Math, Science, English, Social Studies, and Technology Education and paired up with local scientists and researchers. Essential findings outlined three central themes on how OCEs (outside content experts) helped the teachers refine their instructional plans. They (1) worked to adapt expertise to local needs, (2) made detailed follow-up communication between meetings, and (3) guided their teams to come up with new instructional possibilities. More importantly, the OCEs presented their ideas as options to consider rather than asserting their opinions as the expert in the

field. This corroborates the result of another study wherein the researcher noted that the facilitator (external resource people) played an important role in sustaining the process (cycles of evidenced-informed action research) while empowering the group to take part in its own decision (Wood et al., 2017).

In a qualitative study by Andrews-Larsen, Wilson, and Larbi-Cherif (2017), the researchers likewise explored how external facilitators supported the teacher teams in instructional planning. The results revealed that lesson co-planning sessions supported teachers' professional learning. This study conceded that external facilitators helped in the improvement of teacher's instructional quality because they "solicited teachers' representation of their classroom practices, orientation towards pupils as sense-makers, and asked teachers to articulate rationales for instructional decisions tied to student learning goals" (Andrews-Larsen et al., 2017, p.31). Smith and Lindsay (2016, as cited by Postholm, 2018) likewise pointed out the importance of supporting teachers to articulate their own learning needs and the significance of learning conditions in teachers' professional development. However, the researchers cautioned the OCE (outside content expert) to take time to learn the culture of the school or how current practices work before providing PD activities to teachers to ensure that these learning opportunities are relevant to the teachers' needs and the local conditions.

Leadership Development

The leadership development component fosters skills for curricular planning and change (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998). It should also address the issue

of sustainability and continuity. This component is crucial for ongoing adaptation and evolving roles of educators and school leaders anchor on the development of effective future leaders who possess the skills for immediate and long-term needs on curricular planning and change. Expertise is required in (1) curriculum planning, (2) development of colleagues as effective teachers, (3) promotion of vision and change, and (4) fostering of scholarly contributions in education, research, and publication. This component usually entails long-term, sustained and comprehensive programs.

Literature on professional development about teachers as leaders is rich. Smulyan (2016) stated that teachers have progressed from teacher-to-teacher leader through “multiple opportunities for conversation, practice, and reflection” (p. 15). Various researchers claimed that these progressions can be aided by professional development, informal collaboration, and graduate studies. Similarly, Hunzicker (2017) noted that teachers develop their leadership skills through practice and relate it to their experience through reflection. In the study, the participants were able to explore multiple viewpoints and different possibilities of doing things, behaving and thinking through reflection. Then, they refined their self-perceptions of teacher leadership and start to act as a teacher leader. Hunzicker (2017) concluded that “the development of teacher leadership stance (way of thinking and behaving) precedes the actions of teacher leadership” (p. 22). According to Hunzicker (2017), there are four developmental stages of teacher leader self-perceptions: teacher leader, developing teacher leader, situational teacher leader, and classroom teacher leader. Nonetheless, developing these self-perceptions can take longer time.

Postholm (2018) identified leadership as essential for teachers' professional development. It means that school leader or principal should empower and encourage teachers to learn continuously and promote collaborative inquiry in the school culture. This is aligned to the findings of Thomas (2015) which stated that school leaders are facilitators of learning opportunities in the school context. In addition, the study conducted by Cravens and Wang (2017) concluded that expert teachers serve as role model for regular teachers and expert teachers help regular teachers identify their areas for improvement in teaching. The authors also mentioned the need to establish university-school partnership to aid professional development at the school or even group level. On the other hand, Salleh (2016) found challenges in professional learning teams in primary schools. The results indicated difficulty in coming up with a common goal and in leading teachers in the team to learn since each learning team had teacher leader. The results noted that teacher leader lacked knowledge about strategies in building a collective purpose and gave little attention to build collegiality and trust, vital in learning within teacher teams.

Hanover Research report (2012) highlighted the value of leadership development programs in promoting teacher leadership. Succession management should be part of school-based, district-wide, regional or even national level strategy to plan for the future using the following approach distributed leadership, cohort model, coaching model and ongoing professional development for principals. This includes strategic and career-track leadership training for teachers who demonstrate leadership potential and an interest in administrative responsibilities. Alternatively, leadership development program aims to empower teachers and other school personnel by giving them chances to build and exercise

leadership skills to become key players in the movement to reform and improve schools. Several researches suggest that “leaders” are needed at all levels in the education. In fact, this study indicates some steps for developing teacher leaders – (1) setting the stage, plan ahead, (2) defining requirements, (3) identifying potential leaders, (4) assessing leaders’ mobility, (5) developing leaders to fill the gap, and (6) creating transition plan. Overall, evaluation or assessment of the program is necessary to validate its effectiveness.

Organizational Development

This component enables faculty to engage in activities that influence policies and procedures (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998). It enables faculty to build competencies and to feel empowered to excel in their role as educators. This component of faculty development can only be effective in an environment that is open and receptive to inclusive decision-making at the local school level, departmental and at institutional level. In an opposite point of view, organizational mandates regarding professional development may be implemented without considering a teacher’s content subject area, class size, classroom demographics, or teaching experience. In this regard, setting policies may create a dysfunctional culture. Consequently, Baker (2014) pointed out that there would be no organizational growth if individuals in the organization did not display professional growth.

Drummond-Young et al. (2010) stated that individuals should have basic understanding of the organizational culture – how it functions, its institutional values, how faculty leaders are elected or appointed, and how consortium are established among others.

These have the potential to influence policies and educational culture (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998). With the trend toward decentralization and more localized fiscal accountability, it has become important that the faculty members understand and engage in the political dynamics of their institutions.

Organizational development strategies can be beneficial toward the enhancement of faculty development programs. Generally, educational institution has some mechanism in place but the program goals and purposes vary widely in type and resources. Murray (2002, as cited by Robinson, 2011) observed that some faculty development programs have made little progress in connecting their organizational development program goals to the mission of the institution. In practice, the target of faculty development is to promote personal and professional growth of the educators but such initiatives fall short according to research due to the lack of connection between these programs to organizational development strategies.

Preparing students for the 21st Century demands a shift towards schools being transformed into learning organizations in both structure and culture – “learning organizations that continually re-invent themselves” (Siy, 2017, p. 4). Williams et al. (2012) analyzed the strengths and barriers to organizations in becoming a professional learning community. The authors collected data from 50 participant schools who tried to reinvent their institution to learning organization based on the professional learning community approach (PLC). They identified attributes in the PLC approach as (a) shared leadership, (b) collective creativity (c) shared values and vision (d) supportive conditions (e) shared personal practice (f) continuous inquiry on the improvement of student learning,

(g) teachers who engage in reflective dialogue (h) use of essential curriculum (i) use of common formative assessments, and (j) systemic interventions. The attributes found can be summarized into four: teaching, leadership, culture and professional growth. In the findings, leadership and culture has the potential to act as barrier to reinvent schools. Similar study was conducted by Siy (2017) in University of Perpetual Help Systems (UPHS) to check the dimensions of learning organization in the university. The researcher concluded that a model for learning organization can be developed in the university. The following were recommended – (a) apply systematic problem solving, (b) experiment with new approaches, (c) learn from own experience, (d) learn from past history, (e) learn from best practices of others, and (f) transfer knowledge.

Based on Hanover Research report (2012), drawing teachers into a PLC helps to gain teachers buy in to the school's mission. It has the potential to inspire them to assume increasing levels of leadership to advance this mission on their own level of access and authority in the institution. In practice of PLC, teachers can meet almost every day and share concerns on practical ways to improve teaching and learning characterized by collegial atmosphere, and they can also focus on student learning, collective learning and application, and peer review. As such, key structural conditions must be in place for PLC to be effective which include time to meet and talk, close physical proximity between team members, and a regular space to hold group meetings, and this requires organizational commitment. Bissonnette and Caprino (2014) echoed that organizational commitment hinges on the support from the school leader. These authors suggested that school

administrators can plan the allocation of teachers' time and class schedule during instructional days to have common time and place to hold their meeting.

Within the field of professional development, Schroeder (2011, as cited by Weston et al., 2017) defines organizational development “as bringing educational developer’s knowledge and skills to decisions about the institution and student learning” (p. 276). Organizational development must be planned out collaboratively and the whole organization is involved from the planning to leading the institutional change. In the study conducted by Weston et al. (2017), the authors recommended that organizational development leadership should become part of a curriculum for educational developers, and that organizational development effort must be intentional. Against the backdrop of drivers of change like decentralization and school-based management, knowledge and skill of educational developers must be comprised of valuable insights in organizational development practices, strategies and interventions. On top of these, their knowledge base must include learning theory, instructional design, adult learning, and higher education.

While each of the components may appear distinctive in nature, all share the similar objective of supporting the faculty member. The instructional development dimension supports teaching improvement opportunities; the professional development component encourages scholarship and academic success; leadership development assists the faculty member with curricular planning and change, and developing future leaders; and organizational development provides the framework to accomplish all of these initiatives in terms of policies and procedures.

Whether an institution focuses on instructional development, professional development, or leadership development, its particular organizational structure influences its decisions about whether and how to implement any type of faculty development programs. All components of faculty development have a significant role to play in improving faculty member's professional and personal lives. The commitment to provide students with superior teaching should remain the priority.

Emergent Directions of Faculty Development Programs

Today's knowledge-based economy is fueled by innovation. School systems across the globe integrate 21st century skills, such as creativity, self-direction, collaboration, multi-modal communication, and information, communications, and technology (ICT) literacy into learning standards. It is imperative for schools today to ready students for the complexities of the world brought on by mobile learning environments or the emerging "mobile-centric society or (MCS)" where learners can access learning experiences in both online and offline mode and through various format (González-Patiño & Esteban-Guitart, 2014). Consequently, it necessitates engaging teachers in sustained, high quality professional development, both as individuals and as a part of effective teams to adopt new learning pathways and be receptive to emerging learning ecologies and the increasingly dynamic nature of learning (González-Patiño & Esteban-Guitart, 2014). Lemke (2010) stated that technology can augment the professional development activities through technology tools and mode. This includes online communities of practice, cMOOC, virtual learning, Web 2.0 interactive tools, and blended learning among others.

Bali and Caines (2018) asserted that latest advances in technology can provide alternative approaches to professional development such as heutagogy, connectivism and connected learning and cMOOC. These approaches rely on technology which allows for a flexible time and spaces across the globe than traditional format of professional development, Blaschke (2012, as cited in Bali and Caines, 2018) defined heutagogy as “an approach to teaching adults where learners are granted a high degree of autonomy, their learning is self-determined and the emphasis is placed on development of learner capacity and capability with the goal of producing learners who are well-prepared for the complexities of today’s workplace” (p.5).

It is anchored on the principles of transformative learning where learners can choose and take control of their own learning which is also akin to self-directed learning. This principle contends that social media enable heutagogy due to the autonomy given to learners to direct their learning process even the “what” and “how” to learn. To be competent and adaptable to apply their learning in the complex world is the focus of heutagogy.

The different properties of social media enable both Connectivism and Connected Learning theories. Bali and Caines (2018) stated that “connectivism is a model for describing the way online networks influence the way people learn online” (p. 6). Ito et al. (2013 as cited in Bali & Caines, 2018) specified that “Connected Learning creates a framework for learning with modern technologies, focusing on equal opportunities for participation through social connections and engagement based on personal interests” (p. 6). These are modern approaches to learning that aims to promote transformation in the

learning environments and to the learners as they navigate through online and digital platforms to learn without facilitator. It focuses on how people acquire knowledge in virtual learning environments through personal connections and networks. Downes (2014, as cited by Bali & Caines, 2018) emphasized that connectivism sees a learner as “a self-managed and autonomous seeker of opportunities to create, interact and have new experiences” (p. 6). Therefore, the author suggests that designing learning experiences is not as important as creating the right conditions to motivate a person to learn. To say it simply, individuals choose to learn something that is relevant to them and how much is learned depends on their motivation.

Bali, Crawford, Jensen and Zamora (2015) use the lens of autoethnography to explore the experience of five educators on their connectivist massive open online course (cMOOC) experiences using Rheingold’s five digital literacies such as focusing attention, critical filtering and evaluation of information on the web, participation culture, collaboration, and networking. Collaboratively, the participants reflected on their motivation to participate, analyzed their lived experiences, what they found most engaging, and why cMOOC communities often last beyond the scheduled date. The principles - welcoming and affirming culture, value of connecting with other learners, digital literacy skills to deal with information overload, and the quality of connection - were found to welcome the newcomer to the cMOOC space. The findings also revealed that the participants’ open attitude, willingness to share and to make oneself take risks enhanced the connection.

Several studies highlighted the positive impact of technology and innovation in designing lessons and enriching the curriculum. Several studies that have theoretical underpinnings in connectivism and connected learning were consolidated and reviewed by Watulak et al. (2018). The authors explained that connected learning is an evolving model that “uses media technologies and human networks” to support interest-driven, in-and-out-of-school, online, intergenerational, and interdisciplinary learning that transcends global boundaries. One study cited is that of Gerber, Abrams, Onwuegbuzie, & Benge (2014) which explored the impact of a games-based curriculum in a 10th-grade reading intervention class. The findings indicated that the games-based curriculum “enabled students to engage in a constellation of connections among digital media, traditional texts, peers, and guiding teachers” Gerber et al. (2014, p.16, as cited by Watulak et al., 2018, p. 297). Therefore, this curriculum can harness new learning styles and new ways of making meanings of the students around multimodal learning environment.

O’Keeffe (2016) conducted individual case studies of seven higher education professionals working in various roles in higher education in Ireland to illustrate their use of the social networking service, Twitter, for professional learning. Online social networks have emerged as ways of accessing informal professional learning opportunities through sharing practices online. This study aimed to confirm if there is truth to the notion that Twitter enables social learning and is a venue for professional learning. Some factors were found to hinder participants from establishing social presence in Twitter such as their capability to take part in social networking activities, matters pertaining to confidence and vulnerability, and the absence of belonging in online spaces. These findings have

implications for those who support online social networks for learning and professional development. Likewise, this study argued that educators need support in building their digital capacities for using public online social spaces, such as Twitter and promoting critical thinking and dialogue about the intricacies of using online social spaces.

Schools are increasingly adopting digital tools and promoting online spaces due to technological innovations. In addition, teaching and learning is shifting beyond the physical classroom to a blended approach that involves face-to-face and online practices. Paez (2015) conducted a case study to discover how a blended approach guides teachers' practices and students' learning and literacy processes. Data gathering spanned three terms and included field notes and observations, classroom video-recordings, interviews, student survey, entry logs posted in Edmodo by students and teachers, and physical and digital artifacts. Drawing on sociocultural theory, distributed cognition and a networked learning framework, the data were analyzed. The result revealed that blended learning: (a) Support teachers' organization of classroom activities across different tools and resources; (b) leverage students' engagement in self-directed and collaborative learning; and (c) digital technologies harness new ways of communication, interaction and learning dependent on teacher's expertise and ability as facilitator of learning. The findings emphasized that teachers' beliefs and their perceived value of technology are critical factors for implementing technology integration in the classroom.

Factors that Influence Faculty Development

Teachers are expected to develop professionally throughout their career due to constant change impacting education system. Teachers are also expected to revise their practices as a result of numerous shifts such as changes in structures of the society, availability of resources, and the evolving learning theories (European Commission, 2015). Likewise, school leaders struggle to create conditions for teachers to develop structural conditions and refine best instructional practices that support student achievement. Opfer and Pedder (2011) referred to this development as lifelong learning or continuous professional development, and is considered a crucial factor for improving teacher quality and teachers' impact on student learning. The scope of professional development can take different forms such as conferences or workshops on new subject-matter content; school-based activities like study groups and graduate studies; and personal teacher development outside of schools (Musset, 2010; Mizell, 2010).

In designing a high-quality professional development program that improves teacher practice and increases student achievement, numerous challenges face school leaders, teachers, researchers, and the systems through which these stakeholders work. Around the globe, large sums of district money and time were allotted by school districts and private institutions on teachers' professional development. Mizell (2010) reports that in United States professional development expenses comprises an average of 1% to 3% of district expenditures. In addition, 10% of Title I funds for low-performing schools is allocated to professional development as required by the federal government (Mizell, 2010; Haynes 2011). However, Darling-Hammond (2010) pointed out that although schools

allocated large amounts of money to develop teachers in some schools student achievement does not appear to increase its performance on international assessments.

Despite the significance of engaging teachers in high quality professional learning, professional development often turns out to be a major target for budget cut. This is in contrast with the findings of the longitudinal study conducted by Akiba et al. (2015) which found that an increase in organizational resources provided for teachers is directly proportional to the teachers' desire to participate in high quality professional development activities. Therefore, it is important for districts and schools to continuously provide adequate resources for professional learning in order to support and encourage their teachers' participation in high quality learning activities. In the Philippine context, local government allot certain percentage of their income to Special Education Fund to support the public school system from kindergarten to senior high school education including faculty enrichment programs while budget reserved for teacher development in private schools is allotted in respective school funds (D.O. No. 10, s. 2017; Republic Act No. 5447).

Several research studies highlighted the factors that impacted professional development positively as well as the factors that impeded such endeavors such as too much workload of teachers which is link to lack of time, lack of resources, the school leaders' lack of program for faculty development, and a working climate that lacks both provision, support and incentives for professional development (De Jong et al., 2019; Bissonnette & Caprino, 2014; Bishop, 2016). Another issue with programs for teacher development is the lack of teacher centeredness, that it does not fit the teachers needs

because they are not involved in selecting the topic and content of trainings handed down to them (Bissonnette & Caprino, 2014). As a consequence, these programs are not relevant to the teachers' own learning goals, needs or interests (Opfer & Pedder, 2011). Additionally, traditional professional development models often impose topics on teachers in a top-down manner or they may be given a choice to pick their preferred learning opportunities but are still limited by what is available or what is approved by the institution as effective professional development (Bill & Caines, 2018). Likewise, contextual conditions like isolation or absence of opportunities for collaborative projects restrict the individual in engaging in professional learning activities. These findings support the results of a comparative study conducted by Salleh and Tan (2017) which concluded that educational context and social norms influence how professional development such as PLCs are valued.

Thomas and Brown (2011, as cited by Lee, 2013) explained that “in promoting a new culture of learning teachers need to realize that --- to learn means to embrace what we do not know, come up with better questions about it, and continue asking questions in order to learn more, both incrementally and exponentially” (p. 15). With issues of transferability of what the teachers have learned during professional development activities, teachers need time to process and reflect on the new learnings, try them out and discuss them with colleagues before it becomes embedded to their daily practice. Professional development activities designed with longer duration are said to offer greater opportunities for in-depth analysis of the content of the subject matter, appropriate pedagogy to use, and students thinking or developmental level (Garet et al., 2001 as cited by Bautista & Ortega-Ruiz,

2015). Thus, scholars have concluded that PD that truly nurtures teachers' learning and development needs to be sustained over long periods of time, not episodic nor sporadic.

Another factor that posed the greatest challenge to effective professional development is the “nested system” through which teachers work. Elmore (2009, as cited by Robinson, 2011) coined the term, “nested system”, which refers to system-level improvement strategies. For example, classrooms are nested within schools, which are nested within districts, which are nested within a broader policy and governance system of regional to national level. To Elmore (2009), in this system, problems are often pushed down until they cannot be pushed any further. Too often, it is easy to identify situational barriers like absence of financial support or too much work as the main reason for the unwillingness to participate in professional development activities. However, at the individual level, there are also barriers that can hinder professional development, “such as fear of change and a lack of interest in innovative ideas” (Van der Klink et al., 2014, p.167). For these teachers, these experiences are just uncomfortable and unwanted. These are related to disposition as described in the quote popularized by Alvin Toffler, “The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” As supported by Van der Klink et al. (2014), professional development “is not only about learning, but it also entails unlearning and challenging one's own beliefs and views, which demands that professionals leave their comfort zone” (p. 167).

Murray (2002, as cited by Robinson, 2011) identified several contributing factors such as vision-mission of the institution, diverse student populations, and legislation in

thrusting faculty development into the forefront of a nationwide discussion among educators. It is evident that the mission of educational institution is expanding faculty development as well as the expectations that came with it. The authors postulated that faculty development program is linked to the mission of the school. This is to ensure that faculty remain current in their disciplines, and create an effective environment for faculty to remain aware of institutional policies and procedures. In addition, he stated that these forces influenced the current process of teaching and framed the key basis for designing and implementing faculty development. Likewise, decreases in student enrollment, budget cuts, and heavy workloads have created tremendous pressures on the faculty, staff, and school administrators. Faculty development projects are sometimes the only avenue for educators to destress as they connect and communicate with professional colleagues, to modify and improve instructional material and delivery, and to keep the spark of creativity and enthusiasm alive for themselves and their students.

In view of the ever-increasing diversity of the student population in school, the importance of investing in professional development aimed at developing teacher's competence to teach in a diverse classroom is widely recognized. Teachers are increasingly challenged to teach more heterogeneous student populations, including immigrant students and students who are not proficient in the primary language of the host country (OECD, 2016). Based on the OECD's Teaching and Learning International Survey (TALIS) 2013, in terms of teaching in multicultural or multilingual education, only 16% of lower secondary teachers have attended the training in the previous year. Furthermore, teachers especially in Latin American countries and Italy report a great need for professional

development for “teaching in a multicultural or multilingual setting” (OECD, 2014). Thus, equipping teachers to develop diversity competence is also a great challenge to faculty development as people mobility and migration is also a growing inclination of global citizen.

Furthermore, as suggested by Bissonnette and Caprino (2014), it is imperative for school administrators to support faculty in terms of policies, infrastructure, and time to see, learn, and to apply changes in teaching and student learning. In view of learning something new, they always fear failure. De Jong et al. (2019) found that educators working in a collaborative, collegial department are more likely to develop strategic and successful research careers while those working in departments with less collegial atmosphere regard their probation as bureaucratic and unsupportive. These factors can tip the balance when making important academic decisions: to leave or to remain in the institutions or leave the profession altogether. Bissonnette and Caprino (2014) cited the 2012 report from Scholastic and the Bill & Melinda Gates, which states that “teacher retention is directly related to the perceived collegial environment of a school” (p.14).

Recently, a major educational challenge came in the wake of coronavirus outbreak. In the light of the government's mandate of “nonstop teaching and learning,” most Chinese universities have started online education and migrated from traditional face-to-face education to online education. The study conducted by Bao (2020) that focuses on a case of Peking University's online education revealed specific instructional approaches for online teaching. These principles are useful for educators in teaching online in a similar context. These include relevance between online instructional design and student learning;

effective delivery on online instructional information; adequate support to students; high-quality participation of students; and contingency plan for online education platforms. On the other hand, Zhang et al. (2020) pointed out that there is disagreement about what to teach, how to teach, workload of teachers and students, the teaching environment, and the implications for educational equity. The authors also agreed that this policy faces many challenges that takes into account the weak online infrastructure for teaching, the inexperience of teachers in online teaching, the information gap, and the home environment that might not be conducive to learning.

Education system is tremendously affected by the COVID-19 pandemic (Daniel, 2020). The author offers guidance to teachers and institutional heads on what preparations institutions should make in the short time available and how they address students' needs by level and field of study. The suggestions are giving assurance to students and parents, building capacity to conduct remote education, provisions for synchronous and asynchronous learning, inclusion of varied assignments and tasks in consideration of the coronavirus in the global context, and designing curricula and student assessment that will guide teachers to focus on instruction and delivery of the lessons. This paper considers the parents' perspectives on online education against the backdrop of the pandemic. Parents might be reluctant to send their kids to online school due to safety reasons, financial capability, and ability to assist them in online learning because some of them are technically challenged. Thus, reassuring parents might help in ensuring learning continuity for students.

Buckley (2020) emphasized “the importance of relationships and social networks to faculty learning which develops from in-person events” like fellowship, faculty meetings, and other school-sponsored activities (p.1). However, the onset of COVID-19 pandemic forced the acceptance of online platforms like Zoom, Google Meet and Google Hangouts as the only approach for social and interactive connection within the department or within the whole school community. In this study, a faculty development intervention was created for faculty staff who were deployed in different locations to employ the power of social networks in building relationships within the virtual condition. The findings revealed that connection allowed them to develop an informed and shared understanding of the changes to his or her role, learn about the program’s new format (online), and give reassurance and confidence to embrace new challenges, such as teaching virtually and attending to student well-being. This study corroborates the findings of another study which concludes that “e-learning implies distance, but at the same time, and in the global world, it implies connectivity” (Mulla et al., 2020, p. 449).

In the Philippine context, Alipio (2020) employed a descriptive online survey to elicit data on the readiness of Filipino students and schools for e-learning. In all e-learning readiness items, most of the respondents answered ‘No’ regardless of the type of school. The findings suggest for school officials to: (1) address the lack of digital skills among students and teachers; (2) provide capacity building programs to students and teachers; (3) address financial, operational and connectivity issues before shifting to e-learning; and (4) perform strategic planning and quality management mechanisms directed towards educational equity. This paper emphasized that the possible shift for e-learning should be

considered only if all these issues are addressed for all stakeholders including those who are in low-income or rural areas to ensure that quality of learning is not to be sacrificed.

Professional Development and Improving Teacher Quality

Adult Learning and Teacher Development Stages Theories

Teachers have different needs and abilities at different stages of their careers. Therefore, understanding adult learning is important to fully understand the professional development of teachers. Professional development is an important element used to refine and change one's teaching practices and for it to be effective "it must be conducted in a manner which is conducive to adult learning" (Bishop, 2016, p. 21). Knowles (1980) introduced the concept of andragogy which refers to the "how" and "what" ways, in which adults learn. From andragogy, adult learning theory was developed. Knowles (1980) described the adult learner as independent, self-directed, problem-focused, motivated internally, with life experiences that impact their learning. The significance of personal experiences on adult learning seems to be the one aspect upon which every researcher or theory agrees on, like self-directed learning, transformational learning, self-efficacy, or adult learning theory. Merriam (2017) said that adults learn when they engage in, reflect upon, and make meaning of their experiences. These experiences might be physical, emotional, cognitive, social, or spiritual in nature. Cale (2017) explained that "experience and learning have an ongoing reciprocal relationship" (p. 17). This experience-learning relationship includes four different approaches which are experiential learning, reflective practice, situated cognition, and communities of practice as briefly explained below.

Experiential learning. Kolb (1984, as cited by Cale, 2017, p. 18) presented the most significant model of experiential learning which is built on the assumption that “knowledge is created through the transformation of experience”. Kolb (1984) portrayed this model as a cycle that demonstrates learning as the process of moving through four specific stages which is characterized by “grasping” and “transforming” experiences. In Experiential Model Theory, concrete experience (first stage) and reflective observation (second stage) are two ways of “grasping” experiences or one in which a person understands or get hold of the meaning of his or her experiences mentally. Abstract conceptualization (third stage) and active experimentation (fourth stage) are two ways of “transforming” experiences or changing completely the meaning of what he or she has experienced resulting in new learning. The learners should acquire the specific abilities and skills that correspond with each stage to move from one stage to another. The confluence of experiences, prior experiences, current experiences, new experiences and learning from experience are applicable to adult learning theory. In addition, four learning styles are rooted in this model – diverging, assimilating, converging and accommodating.

Reflective practice. Learning that occurs as a direct result of thoughtful observation during or following an experience is reflective practice. It simply refers as learning from experience that can be applied to both professional practice and personal life (Merriam, 2017). Schön (1987) described two key reflective thinking practices - reflection-on-action and reflection-in-action. Reflection-on-action occurs after an experience has occurred while reflection-in-action occurs during an experience. Reflective practice is vital to adult learning. The most vital aspect of reflective practice is to analyze, reconsider, and question

experiences within a broader context of issues. Brookfield (1991, as cited by Cale, 2018) described critical reflection as a three-step process. The first step involves analyzing the underlying belief, values, cultural beliefs and social structures that guide the action and thoughts of the individual. It challenges the way an individual think, behave, and see reality. Next, the individual seeks to compare and contrast how those assumptions align with his or her practice. Lastly, the individual broadens his or her thinking to identify the gaps and reject or accept it as truth resulting in changed behavior or practice. Therefore, “learning requires a significant amount of critical reflection which is deliberate and purposeful” (Kelly, 2017, p. 11).

Situated cognition. The theory of situated cognition accounts for the learning constructed within a specific context. As Lave and Wenger (1991) stated, “situated learning is embedded within a particular social and physical environment” (Cook and Buck, 2014, p. 111). This type of learning is a result of the interaction between individuals and the tools (language, cultural structures, physical structures, etc.) at their disposal. Apprenticeship model of instruction is a common practice anchored on situated cognition. It is a strategy employed to provide real-life learning experiences to acquire the requisite skills and knowledge in order to complete a task on their own. In this scenario, learning may be a result of modeling or role-playing as in the case of interns, apprentices, or novice teachers in practicum. A novice teacher may observe a more experienced teacher in the process of delivering a lesson, then they switch roles wherein the expert teacher observes as the novice teacher conduct the process of instruction. The learning is based on the context of the

situation (instruction) embedded in the physical environment (classroom) and the tools (language and physical structures like visual aids) at their disposal.

Communities of practice. A community of practice is the formal or informal gathering of people around a shared interest and shared common resources like language, stories, and practices to achieve common goal or “mutual enterprise” (Wenger, 2000; Wenger et al, 2002; Barab et.al., 2002). The purpose of community of practice is simply to enhance learning in a culture that promotes collaboration, trust, respect, collegiality and learning for all. Examples of these communities of practice might include formal structures such as the workplace or informal structures such as social media platforms. This approach promotes professional development as community endeavor rather than individual one that takes place in the community, the school, and should be seen as collaborative or team effort. It is also imperative for teachers to see their everyday life as learning experiences and to be encouraged to reflect with colleagues on what has occurred in the classroom setting. For example, in faculty rooms or pantry area, when teachers discuss specific teaching situations, it embodies their lived experiences of communities of practice. By tradition, faculty development activities have been conducted away from the teachers’ place of work, requiring them to take what they learned back to their own context. Community of practice reversed this trend and offered a new way to enhance learning that takes place in the work environment. Becoming a member of a teaching community can be critical step in becoming a better teacher. Lave and Wenger (1991) suggest that the success of communities of practice depends on sharing of best practice, providing quality feedback, and consistent, efficient communication. As they share, they gain insights that they may

not see by themselves and deeper understanding is acquired through engaged collaboration with others. It is noteworthy to consider feedback as crucial to improve learning and not as a deterrent. Constructive suggestions help to improve our learning. Even though at times, one may not like what he or she hears. Undeniably, communication is the key in sharing practice and in giving feedback. It is influential to every interaction in the community of practice as relationships are formed through this process, among its members and those outside it. Furthermore, Wenger (2000) defines three levels of interaction among community members - engagement, imagination, and alignment. Engagement is described as the first level of belonging where members talk, do things together, and produce artifacts to discover what they can do and how people would respond to it. The second level of belonging is imagination which is focused with how members view themselves, the community, and their role within a certain community. Alignment, the third level of belonging, describes the reflective process through which the members place their aspirations, perspectives, and actions in sync toward the higher and common goal of the community.

The adult learning theory is focused on ways to provide adult learners with tools needed to increase performance in the workplace (Kenner & Weinerman, 2011). Within the adult learning theory, in designing learning opportunities for adult learners, Knowles (1990) outlines five important assumptions. First, adults are driven to learn new skills that are relevant to their assigned tasks or learning goal. Second, experiences impact adult learning. Adult learners are inspired to learn when they are encouraged to connect their past experiences with their current knowledge and activities. Third, adult learners prefer to

learn practical knowledge and experiences that will make work easier or provide important skills in the workplace. Fourth, the learning should be self-directed. Adult learners often take responsibility for their success or failure in learning. Fifth, adult learners approach learning as problem solving. For example, teachers want to learn strategies or tools that can be immediately applied in the classroom setting, participate in discussion about problems encountered, and discuss practices with others. Overall, professional development opportunities should utilize information from the adult learning theory to help the adult learner gain skills and new knowledge from the experience.

Various models depicted that teachers go through different career stages (Fuller, 1969; Littleton, 2004; Lynn, 2002). Literature describes the progression of teachers as developing from novice to advanced beginner then toward intermediate and finally as expert teacher. Different knowledge structures, level of proficiency and competencies are distinguished for every stage, “starting from novice with rule-driven, disorganized and exemplary knowledge to expert, who possess an integrated, holistic, intuitive and situated knowledge base” (Berliner, 2001 as cited by Louws et al., 2017). In planning and teaching lessons, teachers with mastery of their subject contents, can manage the classrooms better and able to improvise or respond to the needs of the students quickly than the novice teachers. Mizell (2010) pointed out that years of experience place an important difference between a novice and an expert teacher. Expert teachers have gained professional experience; thus, they display confidence and skill in utilizing diverse strategies in instruction and classroom management while “new teachers juggle an overwhelming number of unfamiliar issues, such as classroom management, instruction, curriculum,

school culture and operations, test preparation and administration, state standards, parent relations, and interactions with other teachers” (p. 6). As a result, there is a gap between the learning expectations of novice and expert teachers. Their interests and learning goals differ in what they want to learn, why they want to learn, and how they want to learn. However, “teachers at all stages of their career agree that effective and meaningful professional development is a critical component of their practice” (Bissonnette & Caprino, 2014, p.18).

Teacher Competences and Professional Standards

The government and various educational institutions and agencies place teacher quality high on their agenda for long term development plan. In fact, the 2011 report released by OECD emphasizes that the roles of teachers and schools are changing, as well as expectations about them due to some drivers of change such as migration of people globally, teaching in multicultural classrooms, integrating students with special needs, using ICT for teaching effectively, engaging in evaluation and accountability processes, and involving parents in schools. Moreover, “teachers need to help students to acquire (1) ways of thinking (to be creative, critical thinker, problem-solver, and decision-maker), (2) ways of working (through communication and collaboration), (3) tools for working (be adept in using multiple ICT technologies), and (4) citizenship, life and career skills, and (5) personal and social responsibility for success in modern democracies” (European Commission, 2013, p.7). The term “competence” is understood as excellent capability. It refers to the ability of a person to carry out set of tasks or instructions in a particular

situation with high level of excellence. Teaching competence is directly linked to the teacher's role inside the classroom. It includes knowledge, skills, attitudes and experiences which are the target competencies of the teaching profession. European Commission (2013) distinguished teacher competences as “a wider, systemic view of teacher professionalism, on multiple levels – the individual, the school, the local community, professional networks” (p. 10). In the 2013 report by European Commission on supporting teacher competence development, teacher competence is outlined in six comprehensive standards of teachers such as reflective agent, knowledgeable expert, skillful expert, classroom actor, social agent, and a lifelong learner. In the same report, professional standard is described as a set of indicators of what teachers should believe, know, understand and be able to do as professional in the field of education. Basically, it is about expectations tied with accountability and quality mechanisms, closely linked with the action of institutional and professional bodies. The purposes of professional standards can vary according to the prevailing focus on one or more of the following aspects - information, guidance, modeling, management, and monitoring (European Commission, 2013).

The provision of learning opportunities for teachers – like the provision of learning opportunities for students – should respond to the needs of each individual teacher, developmentally appropriate to reflect the different stages in teacher's development in terms of content and delivery, differentiated to reflect different levels of competence of teachers, and geared toward research as an output. A systematic program of support called induction should be established for neophyte teachers during their first three years in the

profession. School systems can also provide mentors for novice teachers. These opportunities help further in the development of both teacher and teaching competences (European Commission, 2013). After the induction phase, all teachers still need to be engaged in a continuous process of assessing and developing their competences further.

In the Philippines, DepEd is committed to the development of newly hired teachers through continuing professional development from induction to retirement which is anchored on the principle of lifelong learning stated in the Teacher Induction Program Policy, otherwise known as DO No.43 s.2017. After passing the licensure exam and getting hired in a public school, teachers undergo an orientation or induction program followed by “in-service” phase comprised of various learning sessions throughout their years of academic career until retirement (Tanhueco-Tumapon, 2016). Currently, there is no nationalized orientation, induction and in-service for the newly hired teachers; therefore, the themes, content, length and format of sessions vary from region to region. Professional development support for teachers includes communities of practice or School Learning Action Cell (SLAC). Furthermore, teacher evaluation based on PPST assesses teaching quality across the continuum of development from novice to expert teacher through certification and voluntary accreditation. In fact, school leaders use PPST to analyze needs assessment and provide support for professional development.

Chinese Worldview

The Chinese worldview according to Fang (2011) is holistic, dynamic, and dialectical. Chinese people attribute success or failure to the workings of mysterious earth

forces and not to human actions. They believe that these forces are responsible for achieving health, prosperity, and good luck. The fundamental bases shaping the Chinese worldview are rooted in Confucianism and the concept of Yin and Yang. These worldviews include the concept of heaven, cosmology, root metaphor and is centered on human or individual.

Confucianism. Confucianism explains the balance between humanity and the universe. *Jen*, *T'ien-ming*, *Hsin* and *Hsing* are the four important concepts of Confucianism. *Jen* (Benevolence) as the virtue of humanity and the cardinal virtue of all the other virtues. *T'ien-ming* (Mandate of Heaven) states that human destiny does not depend on the existence of soul before birth but on his own good deeds and works. *Hsin* (mind-heart) as the heart and mind of humanity and *Hsing* (human nature) as the nature of all that is within the cosmic drama of human life. In addition, Confucianism is rooted in an intricate code of conduct that details the relationship between individual and society exemplified in the five-key relationship “dyads” between: father and son, husband and wife, older brother and younger brother, friend and friend and ruler and ruled (Chen, 2007). It also emphasizes that the individual does not exist independent of his obligations to others.

Yin ang Yang. Yin and yang are the two opposite but complementary forces that form the universe. Yin and Yang is a counterpart of the other, each is dependent on the other's existence. It is neutral when existing in a balanced state but become good or bad when there is an excess of one or the other. The Yin and Yang symbol or “Taiji” symbol is possibly the best-known symbol in East Asia (Fang, 2011). It is denoted by a circle

divided into two equal halves by a curvy line, one side of which is black (Yin) and the other white (Yang). This symbol illustrates the constant interaction between yin and yang. Yang can never separate from yin as represented by the curvy line. The white dot in the black area and the black dot in the white area connote existence and harmony of the opposites to form the whole. Together, they represent the law of nature which is eternal and continuous change. For example, time changes, seasons change, your situation changes, and you change. The Yin Yang thinking has influenced almost all ancient Chinese scholars like Lao Tsu, Sun Tsu and Confucius and other arenas like Chinese philosophies, martial arts, medicine, science, literature, politics, beliefs, thinking, and even daily behavior.

Five Elements Theory or Wu Xing. The Five Elements Theory shaped the fundamental basis of systems thinking of the ancient Chinese. Wang (2002) stated that it is one of the Chinese worldviews which most of the Chinese scholars have recognized over the years. It has influenced the Chinese people's thinking and basic concepts of the universe. Their view of the universe revolves around the five basic elements: Wood, Fire, Earth, Metal, and Water. The Five Elements Theory believes that development and changes of all kinds of things and phenomena are the result of the continuous movement and interaction of these five elements. This theory systematically elaborates on the holistic relationship among these elements, which is comprised of two complimentary and opposite cycles. On the one hand, the five elements of wu xing are mutually productive of one another and leads to positive outcomes of interaction. That is, water produces wood; wood produces fire; fire produces earth; earth produces metal; and metal produces water. Then again, the five elements of wu xing also contrast, or overcome one another. That is, water

overcomes fire; fire overcomes metal; metal overcomes wood; wood overcomes earth; and earth overcomes water. The contrasting relationship leads to negative outcomes of interaction (Ma et al, 2014).

These five elements have been used to represent and explain various phenomena of the empirical world, either within or outside of the human body and society. This theory had been applied in traditional Chinese medicine to represent the nature and the relationships of the major organs of the human body. Moreover, the ancient Chinese had attempted to utilize the relationship of the five elements to classify seasons, types of humans' personalities, the membership in the family or organization, Chinese astrology, and others into these five categories according to their respective characteristics. Hence, the five elements theory has been widely applied not only to well-known traditional Chinese medicine, but also in politics, geography, astronomy, religion and business (Wang, 2002; Ma et al.,2014; Yasuyo, 2012).

Feng Shui. Feng shui is one of the end products of the concept of Yin and Yang. Chinese people believe that Feng Shui can create harmony and generate good luck (Chang, 2010). Feng Shui originated from the I-Ching (The Book of Change), a Chinese philosophical work written around 3000 years ago and arguably the most ancient and classical Chinese philosophical work. According to Chen (2007), “Feng shui or wind water represents a traditional Chinese worldview regarding the relationship between human being and nature” (p. 102). Thus, emphasizing the general Chinese belief that humans and nature form a single system (Chang, 2010). Further, it specifies that if we pay attention to our environment, we will find new ways to understand and develop a comfortable

environment in which we can live and work efficiently and productively. It also teaches us how to create a harmonious and balanced condition around us based on the law of nature. For example, encourage environmental harmony by selecting favorable sites for houses or businesses, deciding important matters and when planning significant events like weddings.

Yin and Yang, Wu xing or Five Elements Theory, and chi are the philosophical basis of feng shui. Chi (Qi) is the vital energy that forms the essence of all materials and produces the dynamic interaction between yin and yang and among the five elements (Chen, 2007). Three features of chi are stipulated as follows: (1) Chi gives birth to heaven and earth, (2) Chi is the ultimate source of life, and (3) Chi dwelled in human body and heaven and earth is mutually penetrating. Through interaction, heaven and human are interdependent and mutually influence each other. On the one hand, the will of heaven determines the destiny of human while human actions and social conditions affect the movement of heaven. For example, Chinese people think that the way of managing farm production affects the patterns of weather; that personal virtuous behaviors might change the revelation of heavenly phenomena; and that social instability could lead to natural calamity.

Conversely, feng shui is broadly associated with different aspects of Chinese culture and reinforces four Chinese cultural values: (1) prosperity/status/longevity, harmony, moral concern, and aesthetic views (Chen, 2007). Therefore, feng shui teaches Chinese people how to fulfill their psychological needs and attain the goal of having sound family, healthy body, high social class and live a long life. Moreover, feng shui teaches

Chinese people exactly how to develop harmony and prevent conflicts, how to pursue harmonious relationship between people and natural environment that mirrors the filial piety towards parents and ancestors and how to integrate people with the environment by creating humanistic atmosphere.

Synthesis

Several researchers offered various conceptualizations of faculty development based on goal, scope and emphasis (Wright, 2019; Avalos, 2011; Hartono, 2016; DiPaola & Wagner, 2018; Bautista & Ortega-Ruiz, 2015). It has evolved from the traditional model which is linked to acquisition of knowledge and skills that is passed down from educational experts to teachers who then apply this knowledge in their classrooms (Johnson & Golombek, 2011) to a continuing learning process where teachers participate to learn and reflect on how to adapt their teaching practices to the learning needs of the students (Wong, 2011). Furthermore, extensive research has defined the characteristics of effective faculty development to be successful as follows: content focus, active learning, coherence, sustained duration, and collective participation (Desimone and Garet, 2015). In addition, its relationship to student achievement and transfer of learning was also examined by various researchers (Liang et al., 2015; De Rijdt, Stes, van der Vleuten, and Dochy, 2013).

Different faculty development models and related researches in general and in Chinese schools' context about the topic were reviewed to identify the elements, activities and practices with regard to FD models in various contexts like Teacher Growth Model, peer coaching model, experiential learning model, Action research (AR) model, inquiry-

based learning model, self-directed learning and the professional learning community. Moreover, different components of comprehensive faculty development were also examined to provide direction in this study such as instructional development, leadership development, professional development and organizational development model. Instructional development offers teaching improvement opportunities to develop pedagogical knowledge, skills and beliefs necessary to teach. Then, professional development focuses both on the ‘teacher’ and ‘teaching’ aspect of the profession. Meanwhile, leadership development addresses the issue of sustainability and continuity. Lastly, organizational development nurtures activities that influence policies and procedures. Each component seems distinctive in nature; however, they share similar objective of supporting the faculty member.

Moreover, emergent directions of faculty development were looked into due to advances in technology as characterized by mobile-centric society, heutagogy, connectivism and connected learning theories. It is imperative to learn how this can provide alternative approaches to faculty development (Bali and Caines, 2018). Consequently, numerous studies highlighted the positive impact of technology and innovation such as the use of online social networking service, Twitter, to build professional learning community through sharing practices online (O’Keeffe, 2016).

More studies have been made that emphasized the factors that impedes the implementation of faculty development such as heavy workload of teachers, lack of time, attitude of teachers, lack of support from the school and leaders, and lack of teacher centeredness in terms of topic or content (Bissonnette & Caprino, 2014; Opfer & Pedder,

2011). Research also identified that vision and mission of the schools and some drivers of change affect faculty development such as globalization, diverse student population, and technology advances. Recently, covid-19 pandemic caused the sudden migration to online teaching. This challenge emphasized the need for the schools to adopt digital tools, promote online spaces, and shift from physical classroom to fully online classroom. Likewise, Buckley (2020) emphasized the use of social networks as substitute to in-person events like faculty fellowship to still connect and build relationship between the teachers in the department or the whole school.

Similarly, several researches have been studied to stress the factors that improve teacher quality through professional development in relation to experiential learning, reflective practice, situated cognition, community of practice, and adult learning theories. In addition, teacher competence and professional standard emphasized the need to provide learning opportunities for teachers to improve continuously from induction to retirement (European Commission, 2013). In the Philippine context, PPST assesses teaching quality across the continuum of development from novice to expert teacher through certification and voluntary accreditation. However, there are still very limited studies in the Philippines with regard to the management and implementation of faculty development in the Filipino-Chinese schools.

This study focuses on the best faculty development practices based mainly on the perspectives of the twelve respondents in this study from three Filipino-Chinese schools. They are composed of school heads, teachers, and former teachers from the respective institution. Important endeavors discussed in this chapter about faculty development,

faculty development model, and faculty development program are emphasized for the researcher to provide the relevant information for analysis.

Conceptual Framework

After seeing the changing definitions and practices, what emerges from the review of the evolution of faculty development models and components is that there is no universal definition or model for faculty development. Even the term “faculty development” or “professional development” means different things to different people based on focus, goal and scope. Many programs and practices are available for study, but no framework exists to conceptualize these different aspects of the faculty development process. In fact, the movement is still evolving and changing constantly. The good news, as Avalos (2011) stated, “the effort to construct models of teacher development is also a way of searching for unifying threads in the midst of diversity” (p. 17).

Steinert (2012) conferred that many educational theories can be applied to development of teachers or faculty development including constructivism, social learning, adult learning and self-efficacy. Pertinent to this study is social constructivism and the principles of adult learning through experience in context. The concept of experience and its impact on how adults learn surface in the review of literature repeatedly. It is present in the roots of andragogy, self-directed learning and transformative learning which are the foundational theories of adult learning theory. In these theories, experience is an important resource for making meaning. It also serves as a motivating factor for engaging in new learning or in changing one’s behavior or one’s frame of reference for evaluating

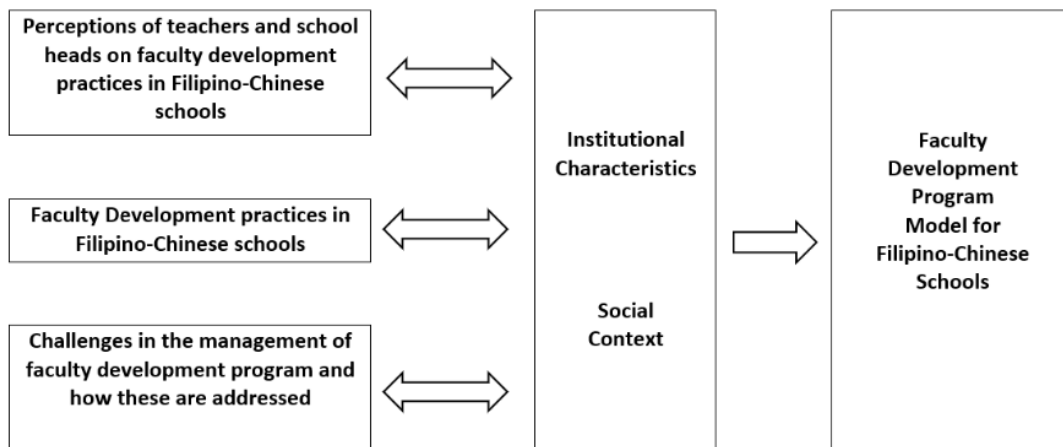
information (Merriam, 2017). Merriam (2017) further explained that a person may learn through experience, apply their learning during the experience, and create new learning which utilizes approaches to experiential learning, reflective practice, situated cognition, and communities of practice which fosters collaborative initiatives and community building.

Social constructivism posits that “individuals construct and apply knowledge in a socially mediated context and that they are active participants in the learning process” (Thomas et al., 2014, p.3). Therefore, it can be deduced that a person learns as a result of interaction with the environment or his or her immediate social context like school or workplace. Likewise, knowledge is constructed when a person makes sense of his or her experiences. It can be viewed “as an active learning process because knowledge is not an inert object to be ‘sent’ and ‘received’, but a fluid set of understandings shaped by those who produce it and those who use it” (Thomas et al, 2014, p.2). Experience enriches one’s understanding and interpretation of the knowledge obtained through interaction. In addition, social constructivism theorizes that teaching and learning is a social process or a social practice based on the premise that learning relies greatly on interpersonal interaction with one another to create and extend knowledge. Kapur (2018) added that learning is inculcated to individuals through interpersonal interaction and communication with people in the community which makes it a social activity. Cale (2017) emphasized that the holistic approach of social constructivism to make sense of information through experience and social interaction during the learning process, contributes to adult learning theory.

Social constructivism and adult learning theory are used as theoretical lens to examine the faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads including the challenges encountered in the management of faculty development and how they vary with certain institutional characteristics or social contextual factors in this study as depicted in Figure 1. This study also focuses on the practices and experiences of the respondents within the context of their specific work location.

Figure 1

The Conceptual Framework



This study explores the perceptions of teachers and school heads on faculty development practices in Filipino-Chinese schools. It also highlights the situations in Filipino-Chinese schools in relation to performance of teachers and students' achievement, focusing on social environment or context that strengthen the faculty development

practices for teachers. From a social constructivist perspective, the present study involves examining the perception of teachers and school leaders on faculty development practices in their immediate environment as well as their interaction with the broader school community. Teachers with different personal experiences perceived faculty development in different ways. For instance, teachers perceive peer support or mentoring and modeling to be the most effective forms (Blackmon, 2013). Professional development experiences are effective if topics are chosen and facilitated by teachers (Bissonnette & Caprino, 2014). The impact of professional development is recognized in broadening their pedagogical and content knowledge, teaching skills and strategies to improve student's learning and undergo professional development initiatives in order to gain monetary incentives or rewards (Ravhuhali et al., 2015).

Further, this study posits that different cultural values and social environment might influence faculty development practices in a Filipino-Chinese school. In the Philippines, there are private exclusive and co-educational schools, international schools, sectarian and non-sectarian, and specialized Filipino-Chinese schools. These schools boast of their teachers that they are excellent, well-trained and masters in teaching their respective subjects. These private schools offer better facilities like air-conditioned classrooms, excellent technology infrastructure, modern and high-tech computer and audio-visual rooms, sports and gym facilities, art and dance studios, and many more. They also offer curriculum that goes beyond the mandatory subjects and competencies required by the government, like offering foreign language classes and specialized Music, Arts and PE

classes plus extracurricular activities that help improve students' mental and emotional growth as individuals.

Confucius said, "If your plan is for one year, plant rice. If your plan is for ten years, plant trees. If your plan is for one hundred years, educate children". Parents who value education and who want to give the best to their children would agree to this quote. Every parent hopes to see their children become successful in life and Filipino-Chinese parents are no exception. They work hard to support their children, investing both time and money to send their children to the best private Filipino-Chinese schools in the country that offer very high teaching standards. Moreover, Filipino-Chinese parents are highly renowned for extremely high expectations for their children's scholastic performance regardless of their socioeconomic backgrounds. They also expect their children to maintain Chinese culture by learning the Chinese language. In most of the Filipino-Chinese family, children's education has become an important part of family consumption, expansion of private tutoring services and supplemental lessons like piano lessons, swimming and ballet class among others. In addition to regular schooling, they also arrange a full schedule for their children both weekdays and weekends. Moreover, Filipino-Chinese parents prefer their children to pursue business degrees that have a clear link to family business and more likely to deter them to seek career in sports, politics, and entertainment industry due to their perceptions of limited career choices in these fields (Chao, 2001 as explained by Zhong, 2011).

Social constructivism examines what kinds of social practices provide the appropriate context for the human mind and action and how human beings construct

contexts based on experiences and situation. Several researchers stated that faculty development has become a priority at many academic institutions as a way to improve the quality of academic programs and to respond to emerging faculty, student, program, and industry needs. This study also explores the close connections between teachers, parents and school heads to determine the social construct that is related to faculty development practices based on parents' high expectations for their children's scholastic performance in school.

To better understand faculty development practices in Filipino-Chinese schools, one must examine social contexts in which they are situated. Thus, challenges as well as how these challenges are addressed and the emergent or future directions of these practices are also examined. Findings of numerous researches done in the Chinese schools abroad revealed that the following factors hinder the effectiveness of faculty development programs: Structural and funding inequalities; shortage of specialized teachers; lack of opportunity for quality professional development opportunities; legislation; individual and environmental factors, and drivers of change (Peng et al., 2014; Zhu & Fang, 2011; Li & Eddy, 2014; Huang, 2017; Li, 2016; Thomas, 2015; Wang, 2015). Currently, the outbreak of the COVID-19 and lockdowns at the global and national level have resulted in education technology interventions for distance learning such as the use of internet, big data, Artificial Intelligence, online portals and cloud-based platforms, among other technologies. Unfortunately, few systems up to this point have become fully equipped despite the timeframe given to prepare (Zhang et al., 2020; Flores, 2020; Zhu & Liu, 2020; Tria, 2020).

In terms of faculty development, educators face the biggest challenges in this time of COVID-19 pandemic. The need to provide teachers with relevant professional development opportunities is crucial to ensure that teachers can effectively use the different instructional strategies and technologies to engage students. The need to rapidly move from face-to-face teaching to online teaching has entailed challenges for teachers and school leaders as well as for policy makers. The current situation highlights the issues on inequalities in access to education but it also necessitates opportunities to reshape education and educational institutions (Zhu, 2020). The “new normal” has already started in some contexts bringing with it a number of challenges (Flores, 2020). This study aims to examine how these challenges are addressed in Filipino-Chinese schools in terms of faculty development initiatives and how these “inputs” are utilized in the creation of faculty development program model.

This study has been conceptualized through teaching and collaborative leadership experiences coupled with doctoral coursework and professional readings. These experiences have established positive assumptions on constructivist approach. This qualitative case study anticipates that there would be multiple perceptions about professional development practices that are context-bound and whether it increases the likelihood that teachers identify the areas which growth is needed and which areas of teaching-learning increase right after the experience.

Research Problem

This study sought to examine the different faculty development practices in Chinese schools. This served as basis in creating a faculty development model for teachers in these schools.

To address the main purpose of this study, the researcher sought the answers for the following research questions:

1. What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads?
2. What are the challenges in the management of faculty development programs in Filipino-Chinese schools? How are these challenges being addressed?
3. What faculty development program model can be proposed?

Definition of Terms

In this study, the following terms are conceptually and operationally defined.

Andragogy. It refers to a theory that holds a set of assumptions about how an adult learns (Zmeyov, 1998).

Filipino-Chinese Schools. These are schools catering students of Filipino-Chinese descent. It also offers Chinese language and culture in their curriculum.

Community of Practice. It is a social network of individuals who share and develop an overlapping knowledge base, set of beliefs, values, history and experiences focused on a common practice to achieve a common goal.

Faculty. It is synonymous to teacher or educator. These are individuals responsible for teaching, holding office hours and advising students, developing units of instruction and assignments evaluating student performance, conducting professional research and publications, and participating in community service.

Faculty Development. For the purposes of this study, this term refers to a comprehensive, sustained, and intensive approach to improving teacher's effectiveness in raising student achievement.

Faculty Development Coordinator. It refers to school administrators or the highest ranking official responsible for faculty development programs in Filipino-Chinese schools.

Faculty Development Model. It pertains to a systematic approach to faculty development.

Faculty Development Program. It is a planned experience or activity which is intended to improve either the personal growth, instructional or the professional competence of a faculty member.

Instructional Development. For the purposes of this study, this term refers to the systematic and continuous application of learning principles and educational technology to develop the most effective and efficient learning experiences of students. The incorporation of information and educational technologies into courses and curricula is also a part of this approach (Gillespie, 2002).

Leadership Development. This component of professional development fosters skills for curricular planning and change (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998). It is multileveled and addresses both the immediate and long-term needs and evolving roles of the professoriate in a changing educational paradigm.

Model. It is a conceptual framework and theoretical base around which a formalized activity or series of activities can be structured.

Organizational Development. For the purposes of this study, this term refers to the structure of a specific institution and the inter-relationship of its units.

Professional Development. It is a set of activities aiming to develop an individual's skills, knowledge, expertise, and other characteristics as a teacher (Lemke, 2010).

Chapter 2

METHODOLOGY

This chapter describes the methodology and procedures used to collect and analyze data for the study. It is organized into six sections: (a) research design and method, (b) research site, (c) samplings and participants, (d) instruments, (e) detailed descriptions of the data gathering procedures, (f) data analysis, and (g) ethical considerations.

Research Design and Method

The goal of this research study is to examine the faculty development practices in Filipino-Chinese schools and identify the common elements in these activities. This study used a qualitative case study approach. Qualitative research explores the lives, behavior, emotions, experiences and perceptions of people in their specific context. It is described as a “naturalistic approach” (Denzin & Lincoln, 1994). Furthermore, it involves “discovery” (Williams, 2007). It also enables the researcher to uncover the meaning that individuals ascribe to their experiences in the natural settings (Merriam, 2009 as cited by Levine-Sauberman, 2014). Creswell (2014) defined a case study as an in-depth exploration of a case (i.e., a program, event, activity, process, or one or more individuals) bounded by time and activity wherein extensive data is collected over a sustained period of time. Baxter and Jack (2008) stated that “qualitative case study is an approach to research that facilitates exploration of a phenomenon in context using a variety of data sources” (p. 544).

On the other hand, Yin (2014) defined case study research as “an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident” (p. 16). Yin (2003) further stated that case study methodology is the ideal approach to use when ‘how’ or ‘why’ questions are being asked, when the researcher cannot control the behavior of the participants, when the researcher wants to cover contextual conditions that might be relevant to the phenomenon being studied, and when the boundaries between the phenomena and the context are not clear (Baxter & Jack, 2008). In addition, he described three types of case studies: exploratory, descriptive, and explanatory. This study utilized two of these types. In answering the research question “What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads?”, the researcher sought to explore what variables were linked. Since faculty development in Filipino-Chinese school has been influenced by unique contextual factors and its own institutional characteristics, the utilized case study involved deep understanding through various data sources.

Qualitative case study is most suited for addressing the research aims of this study. First, there was limited evidence informing the faculty development practices in Filipino-Chinese schools. This supported the need for explorative qualitative work aimed at describing and discerning a new variable or identifying a larger range of topics as participants frame their understanding around faculty development practices. Creswell and Plano Clark (2018) described qualitative study as “exploratory” because it is data driven rather than driven by a conceptual framework. In addition, the goal of the researcher was

to seek answers to questions, stressing how social experience or perception was created and given meaning in the study's locale. The results of this study can guide other school leaders to reflect upon the status of faculty development practices at their schools and design a similar program model with their own participants.

While the study does not include sensitive cultural issues, discussing the narratives of teachers in Filipino-Chinese schools is crucial and critical, especially in the context of human resource management in these institutions. These schools offer two curricula, one for the Chinese language and culture and the K to 12 curricula prescribed by DepEd. In this regard, faculty members either belong to the English or the Chinese Department and work in isolation or with minimal collaboration between departments. The composition of the teachers includes Filipino, Filipino-Chinese, and foreign Chinese teachers hired from China on a yearly basis. This presents a barrier in communication at times and differences in practice, pedagogy, and theory in teaching as influenced by diverse cultural perspectives.

Research Site

This study was conducted in three (3) high-performing Filipino-Chinese schools in the National Capital Region, whose participants consented to participate in this study. The Filipino-Chinese participant schools were chosen based on distinction---exclusivity, length in years of establishment or foundation, accreditation of programs under local or international accrediting agency, ranking in the MTAP competition, and admission rate of graduates to top universities. These schools are also members of the Association of Chinese-Filipino Schools in the Philippines.

Sampling and Participants

The participants in this investigation are three (3) school heads, six (6) current teachers and three (3) teachers who are leavers in Filipino-Chinese schools who agreed to take part in this study. The school head participants are limited to principals, director/directress, officer-in-charge, or the highest-ranking professionals responsible for faculty development in Filipino-Chinese schools. The teachers with a minimum of ten (10) years working experience in these schools are considered as participants. Leavers with a minimum of five (5) years teaching experience in Filipino-Chinese schools were also included in the case study. The profile of the participants per school is indicated in the table below.

Table 1

Profile of Participants

	School A	School B	School C
School Head	12 years *32 years PhD Educational Administration	10 years *25 years EdD Educational Administration	29 years *34 years MA in Educational Administration
Teacher (With administrative position)	36 years MA in Educational Administration Department Head	12 years Department Head	17 years MA in Educational Administration Department Head
Teacher	28 years MAED in Science Education EdTech Coach/iBook Author	34 years MS in Mathematics	10 years MA in Preschool Education (units)
Teacher leaver	*24 years	*8 years MS Teaching major in Physics (units)	*6 years MS Teaching in English (units)

Legend: * - Total numbers of years working in Filipino-Chinese schools

In this study, purposive sampling technique was employed. This approach was chosen to identify and select “information-rich cases from which you can learn a great deal about issues of central importance to the research” (Patton, 1995, as cited by Powell, 2018, p.75). In addition, this approach was used to identify individuals who were knowledgeable of and/or who experienced the phenomenon of interest (Creswell & Plano-Clark, 2011). Furthermore, the teachers and school heads from the Filipino-Chinese schools who were available and willing to communicate experiences, opinions, and perceptions of central importance to the study in an articulate and reflective manner, were chosen to participate in the study at hand.

Instruments

Interviews were used to gather qualitative data. In this study, an interview guide (see Appendix A) was used to guide the content of discussion toward faculty development best practices in institutions. The topics or areas to be covered in the semi-structured interview were listed down based on the sequence or how the interviewer will approach each interviewee (Beloy & Villena, 2016).

Guided by information from review of literature and research questions presented in the previous chapter, a semi-structured interview guide for questions 1 and 2 was prepared. Questions were designed to help explain faculty development activities in Filipino-Chinese schools and their distinct features. It also helped to determine perceptions of leavers, teachers and school heads regarding the nature of these faculty development

activities and how it varied with different institutional characteristics, encountered challenges, emergent trends, and desirable conditions. Pilot testing of the interview guide was performed online and modifications were made to the interview guide based on interviewer experience and feedback from pilot participants.

In terms of design feature, the instrument provides consistent format for issues discussed, allows for elaboration by respondents and shares content direction for the researcher. In terms of content areas, the items in the interview guide have relevance to the content and focus of faculty development best practices in Filipino-Chinese schools. The interview guide was also designed to provide mechanisms for determining the status and aspects of faculty development in Filipino-Chinese schools such as organizational structure, availability of resources, mechanisms used to foster faculty development, institutional faculty development activities, departmental faculty development activities, presence of committee structure to guide faculty development, faculty accountability, faculty evaluation, distinguishing features, presence of constraints, emergent trends and future directions. Most importantly, the interview was conducted online in consideration of the pandemic situation and to minimize health risks to the participants as well as to the researcher.

Pannucci and Wilkins (2010) said that bias in data collection can be reduced by being objective in constructing data collection tools and avoiding error in data entry. Hence, the researcher made sure that all data collection tools were free from biases as an adherence to ethical protocol. The interview guide was constructed by the researcher and validated by seven (7) experts to ensure that the language of the questions was appropriate

and according to the understanding level of the respondents. Then, the interview guide was modified and finalized based on the comments and feedbacks of validators. The questions were created and verbalized in a logical, clear, direct and positive wordings. During interview, the researcher was careful in asking unbiased positive questions or some questions that might have resulted in biased answers.

Data Gathering Procedure

In qualitative research, interviewing is the most common form of data collection aimed to gain understanding of another person's perspective. Interviews also provide opportunity to people to share and tell their stories or experiences to someone who takes them seriously. It also includes textual analysis. In this study, an interview guide was used to guide the semi-structured online interviews. The focus of the online interviews was data about faculty development practices, trends and related challenges, and issues of institutional support or characteristics.

The researcher asked the following questions during the interview to elicit answers from the participants.

1. What is your concept of faculty development?
2. What faculty development program is currently implemented in your school?

Kindly describe each.

3. What are the goals and purposes of your faculty development program?

4. Are there departmental and institutional faculty development programs? Describe in particular how the departmental and institutional faculty development program complement each other.
5. What are the strengths and weaknesses of your faculty development program?
6. Is there a committee or an institutional office that oversees and manages your faculty development program? Describe the structure of your faculty development program.
7. What resources are available to support your faculty development program?
8. What are the issues and concerns in the management and implementation of your faculty development program?
9. How do the issues and concerns affect the professional development and performance of the teachers?
10. How do the challenges in the management and implementation of the faculty development program affect the relationship between the administration and faculty?
11. How do you respond to changes in terms of management and implementation of your faculty development program?
12. How are the issues and concerns in the management and implementation of your faculty development program addressed in your institution?
13. What areas in the faculty development program can be modified to address the issues, concerns and challenges in terms of management and implementation?

14. What initiatives does the administration apply to enhance your faculty development program?

15. What are the opportunities to enhance your faculty development program?

After identifying the participants and gaining their consent to take part in the study, the researcher set an appointment for an interview with the participant based on his/her available time and preferred online platform.

In the conduct of online interview, the researcher ensured the active and open flow of communication with the participant to prevent dead air. On top of it, the researcher prepared well for the interview session in terms of using the online platform and its features to avoid distractions or any technical difficulty during the interview. Interview protocol was communicated to the participants prior to the interview meeting along with other pertinent documents through their email accounts. The following procedure was followed and explained to the participants:

- a. Participants were informed that the online interview is semi-structured and the researcher might throw in follow up questions to clarify responses to the questions or to get an in-depth understanding of the answer given.
- b. The researcher explained the objectives of the online interview to the participant and the importance of their responses like opinions, perceptions and experiences in the success of the study.
- c. The online interview session lasted for an hour or less.

- d. Videotaping and audio recording were utilized during the online interview as approved by the participants.
- e. When internet connection during the online interview was unstable and there was intermittent “connect – disconnect” episodes, another interview schedule was arranged as agreed upon by both parties.
- f. The researcher asked the participants’ approval to do follow up calls and emails for clarifying incomplete or ambiguous information.

In this study, the interviews were semi-structured and designed to explore how a person thought and acted within a certain environment. The interview guide includes some questions that the interviewer planned before the interview, as well as non-structured questions that emerged from the data as these developed in real time. Semi-structured interview “is well suited for case study research because it invites interviewees to express themselves openly and freely and to define the world from their own perspectives, not solely from the perspective of the researcher” (Hancock, 2006, p.40). Generally, a participant may bring up a topic that was not planned during an interview. When the interviewer thinks it is relevant, a follow-up question based on this topic may be asked. When the interview is not fully structured, it allows the interviewer to explore deeper into the topic.

Furthermore, the researcher used the ten (10) steps suggested by Bogdan and Biklan (2007, as cited by Levine-Sauberman, 2014) as guide in data collection and analysis. The researcher had to narrow down the study focus, decided the style design of the study with

a clear focus, developed analytic questions, followed up after data collection, made comments during observation to produce a critical eye, wrote a journal throughout the study, tested themes during interviews, examined literature during the study, used metaphors and concepts to analyze the data and used models to visualize the data to produce clarity. Consequently, Yin (2018) gave the following principles of data collection when employing a case study research – using of multiple sources of evidence, building a case study database, establishing a chain of evidence, and exercising care when using electronic sources.

Data Analysis

This study was treated as a multiple or collective case study. In analyzing the data and coding process, the researcher followed the approach discussed by Creswell (2014): organizing and preparing the data for analysis, reading the data and making sense of all the information to get an overall meaning, and coding the data.

The first step conducted in analyzing the data was to transcribe the interviews. The verbatim transcriptions of audio or video recordings captured the whole statement of both interviewer and interviewee. Irrelevant words or fillers, such as “uhms,” “well,” “ok”, etc. were disregarded. All interview data were organized into word file and in a tabular form and labeled properly for easy retrieval. The labels included interviewee code, interviewer question, interviewee response, and initial categorization. Initially, each response was categorized based on the topics of interview guide. In addition, the notes taken during the

interview were summarized to develop a database which was useful to maintain a chain of evidence and to increase the reliability of the information in the case study (Yin, 2009).

Next is coding the text. Coding is the transitional process between data collection and data analysis (Saldaña, 2015 in Linneberg & Korsgaard, 2019). This process also involves organizing the data by bracketing, segmenting and writing word representing a category in the margins (Rossman and Rallis, in Creswell 2014). These procedures were followed in coding the data: (1) first cycle – descriptive and attribute coding and (2) second cycle – eclectic coding, pattern coding, categorization and exploring patterns in codes. This coding methods is adapted from Saldaña (2015 in Linneberg & Korsgaard, 2019). First, the researcher prepared the printed interview transcriptions with a wide right-hand margin for writing codes and notes for manual coding and analyzing. Then, she read all the transcriptions carefully, one participant at a time to get a sense of the whole and highlighting significant participant quotes or statements worthy of attention. While reading, she also jotted down some ideas as they came to mind.

After the initial coding, the researcher scrutinized the data with a closer eye, one document (one interview transcript) at a time and studied the meanings. She tried to code everything, add more details to the codes, and analyze the data profoundly. When she had completed the task for all the participants, she made a list and encoded all the codes in a tabular form based on the research questions, then clustered similar codes together and highlighted them in same colors. It was followed by grouping similar codes into the same categories and moving them around in order to find a way that reflects the analysis best. The most descriptive wording/s for the codes were turned into categories. By creating these

code categories, the data became more organized and the researcher was able to see new connections between different groups of codes and reduce the list of categories. Moreover, the researcher identified redundant codes or codes that do not support the analysis to be eliminated. To implement this action, literal meanings of the codes were analyzed, number of meaning occurrences were counted, and some non-verbal clues connected with the codes were recapped.

From this categorization of codes, the researcher advanced to identify the consistent and overarching themes in the data. This is the part where the researcher analyzed and drew meaning from the data, generated themes for analysis, proceeded as to how the description and themes will be represented in the qualitative narrative and finally interpreted the themes by asking herself: “What were the lessons learned?” Likewise, those codes that were not saturated enough to be grouped into a specific theme or not distinct to be included into the current theme were excluded. Emergent themes were revised until a final set of faculty development practices were known.

In ensuring the validity of the study, the following approaches were employed: member checking, thick and rich description of the findings and clarifying researchers’ bias. In terms of member checking, the researcher took back the transcription and case narrative to the participants through email and asked the participants if the understanding and interpretation of the researcher matches the meaning that they ascribed to the experiences and perceptions shared. In addition, parts of the refined findings, themes and analysis were sent to the participants through email to elicit their comment on the findings. Furthermore, the researcher offered different perspectives about the themes that emerged

and ensure the richness and genuineness of the findings by citing literature that supports or negates the results of the study. Lastly, the researcher used an honest narrative pertinent to her role.

As per Morse et. al (2002, in Cypress, 2017), the understanding of the phenomenon is valid if the participants are given the opportunity to speak freely according to their own knowledge structures and perceptions. In line with this, the researcher used open-ended, unstructured interviews with strategically chosen participants so that validity can be achieved. To ensure the reliability of the study, the researcher also followed the steps recommended by Yin (2009) which included checking the interview transcripts thoroughly to eliminate mistakes and comparing the data and codes to ensure consistency of the codes used. The researcher also sent the copy of codes, categorization of codes, preliminary analysis and generated themes to her adviser through email for feedback and comments. After consultation and deliberation, the themes were refined and finalized.

Basically, coding is like mapping the data. This enables the researcher to get an overview of disparate data and make sense of them in relation to the research questions. Likewise, Saldaña (2008, in Elliot, 2018) stated that coding is an interpretive act rather than a precise science. In this study, the researcher coded the data and her adviser checked the codes. This adheres to the roles of researchers as designer, interviewer, analyzer, thematizer, verifier and reporter when conducting case study which is predominantly of qualitative nature (Fink, 2000 in Calderon, 2020). And since all research questions, methodologies, conceptual frameworks, and parameters for data collection are context-specific, the researcher can choose which coding methods to use (Saldaña, 2011). As

designer, the researcher planned, prepared and followed the methods and processes in this study based on established set of guidelines and permission granted. As interviewer, the researcher conducted the interview using the validated interview guide and followed the interview protocol. As analyzer and thematizer, these roles of the researcher pertain to coding. The researcher named, categorized, and examined the data gathered through the research process. She also identified the themes or significant learnings from the data to use as bases for the output. As verifier and reporter, the researcher established reliability and validity of the results and findings.

Ethical Considerations

In conduct of this study, standard operating procedures were observed. All the participants in the study were communicated through messaging apps and mobile phones individually for invitation and confirmation of their acceptance to participate in this research. In addition, a consent letter approved by the school was sent to the participant through email to strengthen the purpose.

The participants were instructed to read and sign an introductory description of the study and the informed consent form. The informed consent form provided information about the purpose and intent of the study. Additionally, the consent form included information pertaining to their voluntary nature, confidentiality, and the provisions to withdraw participation in the study. The informed consent form granted the researcher permission to use the responses from the interview in the dissertation study without disclosing the identity and any information that the participants requested to withhold.

Moreover, the researcher ensured that participants joined voluntarily and they understood the purpose and procedures of the study.

The participants came from three (3) high-performing Filipino-Chinese schools who consented to participate in this study. Given the current constraints to data gathering procedures due to coronavirus pandemic, in-person interviews were replaced with online means to ensure the health and safety of both the participants and the researcher. This study primarily utilized online interview through video call. When some participants declined video call, interview via mobile phone or messaging apps was used and recorded. When the participant was hesitant to record him/herself, the researcher did note taking. To protect the privacy of the participants, pseudonyms were used. The participants were not named in any reports of the results. As for the direct quotes from the participant, a separate consent was obtained.

All data and information gathered during the interview such as notes, recordings, or pictures were stored in Google drive and flash drive protected with password, to ensure the safekeeping of data. They were treated with sensitivity and confidentiality until their time of destruction.

This study aimed to develop a faculty development program model. It did not highlight the issues and weaknesses of the faculty development program in the participant schools or to satisfy any bias. Furthermore, no question was asked which was not related or included in the interview protocol. There was no conflict of interest in the pursuit of this study because it aimed to create a faculty development program model that would provide educational leaders in Filipino-Chinese schools with the information they needed to align

professional development policies and practices with research-based principles to create a culture of continual improvement and linked to institutional excellence. Thus, enhancing leadership and sustainability. Moreover, the researcher financed this study personally. He/she was not under scholarship in any institutions and had no employment, personal or familial ties in school authorities and participants, particularly where the study was conducted.

In the conduct of this study, consent from the school head was obtained. There was no major foreseeable risk. However, privacy and confidentiality were upheld through careful protection of the information. The participants were assured that their responses would not affect their performance and employment in their respective school as approved by the school head. In addition, there were no monetary costs to the participant. No fees were collected and paid but love gift or token of appreciation and thank you letter were given to the participants after the data gathering to compensate for their time spent during the online interview.

Even though the study did not involve sensitive issues, the researcher upheld ethical protocol to ensure the protection of the human subjects in the study. Hence, the participants were not subjected to any harm whatsoever such as psychological, financial or social harm. Respect for the dignity, right to be informed, right to privacy, and the right to choose of the participants were prioritized. Overall, ethical considerations across all stages in the research process were treated significantly. It is vital “to keep the balance between the potential risks of research and the likely benefits of the research” (Arifin, 2018, p.1).

As a mechanism to share the results of the study, a copy of the completed dissertation was sent to school participants. The information from the result of the study can be used as basis for policy and planning in providing learning opportunities for teachers in their respective institution. Another mechanism to share is to resort to responsible publication to advance the state of research and knowledge.

Chapter 3

RESULTS AND DISCUSSION

This chapter presents the findings, analysis and interpretation of the data collected on faculty development practices in Filipino-Chinese schools. The analysis and interpretation of the data gathered follows the presentation of questions based on the research problems.

The findings presented in this chapter cover the faculty development practices as well as the challenges and how these are addressed in the three Filipino-Chinese schools as described by the school head, teachers and leavers.

FACULTY DEVELOPMENT PRACTICES

Faculty development plays a significant role in any educational institution. Indeed, school needs to provide opportunities for meaningful and ongoing learning for the teachers as key to increasing student achievement. Most importantly, it capacitates the teachers to acquire the competencies and skills required in teaching diverse learners in a rapidly changing and increasingly globalized learning institution.

For this study, the participants came from these three Filipino-Chinese schools.

Profile of School A

School A is a non-stock, non-profit, non-sectarian church-related educational institution that aims to train and transform students through the aspects of academics, spiritual, personal and social development.

The school is accredited with Level III (Highest Level) accreditation by the Federation of Accrediting Agencies of the Philippines (FAAP) through the Association of Christian Schools and Colleges and Universities – Accrediting Agency Incorporated (ACSCU-AAI). Meanwhile the Senior High School Program is affiliated to a prestigious private university and offers specialized program in Science, Technology, Engineering and Math (STEM) and Robotics. The school integrated the use of iPad in learning and adopted International Baccalaureate (IB) Programme as educational framework for all levels.

Profile of School B

School B is awarded Level III, the highest level of accreditation status certified by the FAAP (Federation of Accrediting Agencies of the Philippines) through the ACSCU-AAI. It offers basic education programs as prescribed by the Department of Education. It also offers Chinese Curriculum and aims to develop the multiple intelligences of the students and help them to become lifelong learners.

In addition, School B offers Advanced Placement (AP) program which offers college-level courses in Calculus AB, Micro-Economics, and Statistics, Computer Science, Calculus BC, Psychology, English Composition, and Chinese. This program aims to

educate the whole child and provides more options for students to explore their gifts whether in Math, Science, or language like Chinese.

Profile of School C

School C is a leading Filipino-Chinese school recognized for its battle cry to “strive for character, strive for excellence”. It is committed to develop learners to become excellent in academics and character that will become Christian leaders who will make a difference

This school has achieved the highest accreditation level from Commission on International Trans-Regional Accreditation (CITA) and Association of Christian Schools International (ACSI). This accreditation affirms that the school has highest standards in terms of academic excellence and school management and its standards, systems, and protocols met the criteria set by international standards. CITA was reorganized and caused the school to be accredited under AdvancED and North Central Association Commission on Accreditation and School Improvement (NCA CASI). It is the first school in the Philippines accredited by AdvancED and NCA CASI and the second school for ACSI where it acquired its re-accreditation in 2016 via thorough evaluation of areas that impact student learning, professional development, and school systems.

1. What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads?

PART 1: DESCRIPTION OF COMMON THEMES AMONG THE CASES

For common practices between and among the cases, this study found out the following themes:

Table 2

Summary of Common Themes and Common Faculty Development Practices

Common Practices	Themes
The goal of any faculty development is student learning. 1. FD is holistic 2. FD is aligned to vision and mission of the school 3. FD leads to excellent and credentialed teachers 4. FD is tied to performance review and appraisal	FD Gearing toward institutional excellence
Faculty development can be an avenue to develop leaders. 1. Develop a leadership culture 2. Implement leadership strategy 3. Create new leadership lanes	FD Synergizing the development of leaders
Faculty development is not about “me” but it is a community endeavor. 1. FD mirrors culture of the school 2. Collaborative planning for FD 3. Teacher as Collaborative Learner 4. Institutional support for FD	FD Advancing the community endeavor
Continual improvement is a responsibility for both the teachers and the school. 1. Teacher as a lifelong learner 2. Teacher became digital migrants 3. School as provider of FD	FD Bearing the responsibility of individual teachers and the school

Theme 1: Faculty Development Gearing toward Institutional Excellence

The end goal of any faculty development program is student learning. Teachers engage in FD to become excellent by broadening our vision, perfecting our competencies, and sharpening our skills. When students learn, the school stands out because it provides quality education. In this respect, it leads to institutional excellence. Indeed, the school gives intentional and continuous trainings so that teachers will be excellent in their field to accomplish the goal of the school which is to provide quality education and be competitive with other school. As Teacher 2 in School A shared:

“How can we provide quality education if we cannot share that to our students, so we need to have our quality education first before we can share that to our students, so that's the purpose of our institution. That's the reason for tapping experts like people from Apple for training us with the use of different application. So, with that we're competing with other schools, right? (T2A-TH1)

Moreover, School Head C and School Head B shared;

“Because if we develop the, if we develop well the teachers, we equip well our teachers, the domino effect is that the learner will also learn.” (SHB-TH1)

“And then of course, it will affect everything. If the teachers are good, the institution will definitely follow, right? It will become an excellent institution.” (SHC-TH1)

In designing and implementing FD program, it must be relevant and both teachers and students will benefit from it. This must also be taken into consideration when sending out teachers to attend trainings and seminars outside the school. To quote:

“...when we develop a faculty development, most and foremost not only students should benefit from it but also the school.” (T1A-TH1)

“Relevant oo, kasi actually when I design the program, actually I want this program will benefit our students and the teachers. So, it’s not teachers only.” (SHA-TH1-3)

(It should be relevant, actually when I design the program, actually I want this program, will benefit our students and the teachers. So, it’s not teachers only. - SHA-TH1-3)

Faculty development is like the bloodline of the school because it is concerned with the delivery of instruction. It can be likened to a buffet wherein FD is the main course so that means we have to take care of our main course. To do that, we have to take care of our teachers and one way of doing that is to provide excellent faculty development program.

1. Faculty development is holistic

Holistic refers to the entirety of something. Therefore, a holistic approach in FD covers the aspects of the whole person: physical, emotional, social and spiritual well-being. It should also focus on real life skills that teachers can use in day-to-day activities or situations in school.

“So, hindi lang kami focus sa, kasi sometimes focus lang tayo sa academic. There is more on skills tayo. Mga skills, etiquettes din. So, mas holistic.” (SHA-TH1a)

(So, we not only focus on, sometimes we focus only on academic. There should be more on skills, etiquettes, too. So, holistic. -SHA-TH1a)

Teacher 1 from School A explained that faculty development has something to do with growth and improvement of teachers in terms of academic, social, emotional and spiritual well-being wherein moral character is embedded. But she emphasized that teachers' development in academic and spiritual aspects should go hand-in-hand to ensure the optimum result which is students' learning that will catapult the school to excellence.

Some of the activities mentioned by the participants to cater to the whole person are the following: counseling services, Zumba sessions, Big Loser Challenge, Book Buddy, reading the whole Bible for the entire school year, discipline-based seminars and workshops whether in-house or off campus, retreat, fellowship, pursuing graduate studies, family camps, devotion and prayer time, Bible study and other trainings on pedagogy, practice of teaching, extracurricular skills and leadership.

2. Faculty development is aligned to the vision and mission of the school

Faculty development should be vision driven. The quest for institutional excellence involves the entire committed and dedicated stakeholder in the institution anchored to a common vision of constant improvement and institutional effectiveness. The vision and mission of the school must be emphasized from onboarding activity or orientation. As Leaver 1 from School A stated:

“From onboarding or orientation of the teachers so they become aware of the school policies, school mission, vision, goal and philosophy as a school and how this trickles down to the classroom teaching, the preparation of the curriculum, and all that.” (L1A-TH1b)

Because the school is an organization, the teacher and other stakeholders should know where they should come in, in terms of organizational structure and they know what to do or how the system works. One notable practice is shared by School Head C, prior to the opening of classes she gives the first general meeting. Everybody is invited to seat in the session because they have to be with her, with the vision and mission of the school, and what the school plans for the year. To quote:

“So, all of us, because we treat them not as different people, they are part of the school community, we are one school community. ‘Walang kuya-kuya, walang ate-ate, walang teacher-teacher, walang principal, all as an employee by God. That is always what I told them, so, that’s what faculty development.’” (SHC-TH1b)

Teacher 3 from School B asserted that primarily, vision and mission guide the faculty development program in School B. He likened it to a light house in the community. So, in order for the school to influence the students and in a way fulfill the vision, the teachers must be trained to provide them quality education. To quote:

“As much as we can, we provide enough training to fulfill the mission of providing quality education and excellence in the work that we give. So, primarily the purpose of faculty development will stem from that.” (T3B-TH1b)

3. Faculty development leads to excellent and credentialed teachers

Credentialed means that the teacher obtained a credential, a document issued by a recognized organization certifying that the teacher has fulfilled some criteria to become credentialed.

As of the time of the interview, Teacher 2 from School A is undergoing a 4-week training in International Baccalaureate (IB). She sees it as another learning opportunity wherein she will become certified IB educator at the end of the training. The certification will expand her portfolio and make her eligible to teach in international school here or abroad or serve as another feather on her cap. She also perceives it as another opportunity for the school to be recognized in excellence in teaching and having excellent teachers. To quote:

“Because we're pursuing IB, syempre will be getting certificates from IB, so if ever magreretire ako, pwede akong magturo sa international school kasi I already have the certificate, yun yung maganda sa school namin, we have a lot of certificates that they push through different trainings like Apple training kaya most of us are Apple teacher kasi, because of the training they provided.” (T2A-TH1c)

(Because we're pursuing IB, we will be getting certificates from IB, so if ever when I retire, I can teach in international school because I already have the certificate, that is a strength of the school, we have a lot of certificates that they push through different trainings like Apple training, most of us are Apple teacher because of the training they provided. -T2A-TH1c)

Similarly, School Head A advised to seek opportunities to remind teachers that they are not only professional, they are licensed. And that license is a proof that they have “the heuristics” in them, the basics, they just need “add-ons” or faculty development to continue to get better and better each day.

4. Faculty development is tied to performance review and appraisal

Every institution conducts an assessment in some form as part of continuous improvement initiative. However, performance review or evaluation of teachers and staff

should not stop from collecting documentation and assessing the results. It must be combined with planning and used as basis for preparing or implementing faculty development program. Likewise, performance appraisal must have coherent performance indicators and marking scheme. The data for planning professional development should also come from performance appraisal of teachers.

In addition, performance appraisal is connected to salary increase in the three participant schools. Commonly this is what transpired, to quote:

“There is pointing system, for promotion. How many seminars have you attended? Okay so, point system that we need to count, not only to get renewal of license.” (SHC-TH1d)

Conversely, School Head A encourages teachers to do SWOT Analysis in terms of their strengths, weaknesses, opportunities and threats to evaluate themselves and their performance to work on their areas of improvement. This way teachers will engage in reflection.

Theme 2: Faculty Development Synergizing the Development of Leaders

The word “synergy” means working together to create something better than doing it alone or being partners to achieve excellence. In this regard, faculty development can be an avenue to develop leaders whether at present or in the future. Each school must have succession planning for sustainability. According to Hall (2008, as explained in Arrietta &

Barrameda, 2020), leadership development plan with specific and interrelated components must be in place in every school.

Homegrown or hired? Fink (2011, as stated in Arrietta & Barrameda, 2020) recommended that educational institution adopt a “grow-your-own” philosophy. The researcher presupposes that the concept of homegrown leaders implies “home” where family lives and “grown” which means develop. Consequently, growing one’s own leaders will ensure that somebody will step up in time of crises or take the reins when another retire or resign. Aside from reducing the expense in recruitment and high turnover costs, homegrown leaders understand the culture of the organization.

Furthermore, promotion and leadership are necessary components of faculty development. To quote:

“Just like me, I’ve been in school for 34 years so I think it's overdue if I will stay as a teacher. I will think that I don't have any improvement or didn't grow at all in my profession.” (T4B-TH2)

“So, professional development means enhancing what you know, as a professional in your teaching job, we need to grow maybe on your own or with something the institution provides you, so you will not just stay where you are, your position in your institution.” (T6C-TH2)

1. Develop a leadership culture

Every school has its own culture; it includes joint and shared perceptions, ideals and principles and consensus around goals, how people relate with each other, resolve difficulties, and justify themselves. In a nutshell, culture could be described as “the way we get stuff done around here” (Duncan, 2018).

Leadership has been defined in various way. The participants in this study, however, sees it as influence, service and relationship. These definitions capture the way leaders are being developed in their institutions, they cultivate an environment by demonstrating how to think, act, listen and grow as a leader. For school authorities, it is important to walk the talk.

“Because as a leader, you cannot lead just using your mouth, just talking, talking only, right? You have to make it with action.” (SHA-TH2a)

The responses revealed that modeling is a common and good practice in developing a leadership culture. Some of the practices are:

“I expose them to other speakers. Then I also attend, I attend. And I take notes, I told them also that I take notes and afterwards I will ask them randomly, ‘what is one thing that you really like about the seminar?’” (SHC-TH2a-1)

“I have to attend this one, why would it be me? I should be the one because you cannot lead the school, you cannot lead the teachers, if you lack knowledge. For me, I have to lead the teacher so at least I know something ‘coz teachers usually have a lot of question to ask. “(SHA-TH2a-1)

Therefore, leaders must model what to do, give guidance, and monitor the progress of teachers.

“Sa kin ano, dapat ayos yung relationship, I mean walang wall ang supervisor, teacher-supervisor, as much as possible bini-break ko yun. Kasi kung iko-coach mo ako at ipapakita mo sakín na superior ka sa kin, parang susunod ako dahil takot ako, parang di mo sya magagawa ng maayos. Pero kung itetreat mo ako as level lang tayo, iko-coach mo ako kasi ate kita, kaya parang ganun po.” (T1A-TH2a)

(For me, the relationship should be good, there is no wall like “you are the teacher-I am the supervisor”, as much as possible I break that wall. Because if you are going to coach me as a supervisor, I will obey because you are my superior but I think the end result will not be well. On the other hand, if you will coach me as a colleague, we are on the same level, then it will be better. -T1A-TH2a)

“Aside from that of course is the encouragement and maybe showing concern for our co-faculty and then to other colleagues that we supervise or mentor.” (T3B-TH2a)

Another common practice is coaching which is tied to performance review and appraisal. The purpose of performance appraisal shouldn't be fault finding but to remediate. In the same way, coaching must be focused on addressing the weakness of the teachers or according to their professional need. These two separate things should complement each other.

“During our performance review, we come up with a goal for the teacher, so like these are the observations, areas for improvement, how can we improve on this area e. g. certain criteria in the given performance indicators. So, what do we do about it? So, that is how faculty development works, in a way, these input or data can be used to plan for their professional development.” (L1A-TH2a)

Coaching is a good way to demonstrate how leaders act, think, listen and relate with people. This builds on a positive leadership culture through modeling.

2. Implement leadership strategy

Implementing leadership strategy is akin to career mapping. It directs the initiatives in leadership development with the strategy, vision and mission, goals, and aspirations of

the school. Murrell & Murrell (2017) espoused four leadership strategy that describes the understanding of the social dynamics of leadership: identification, instruction, impartation and internship. The first step in any leadership strategy is to identify potential leaders and help them identify their God-given talents and calling. Why is it necessary? School Head C expressed it as follows:

“Now, you're mapping, so, the supervisors are very crucial in identifying potential because the faculty development would somehow values, we have to be very practical, not all teachers can be leaders.” (SHC-TH2b)

School Head C shared the importance of choosing the successors or the people to be in key leadership, she likened it to using a fishnet.

“It is where I usually would be getting, like a fish net for the successors, okay, so, whoever we already have identified to be, should be in the leadership position.” (SHC-TH2b-1)

“So, I get identification already, all my supervisors and even myself. I always ask them this question, “Who would be your next succession, successor? Can you identify to me now? Who will take your place if ever? And that will be the start of mentoring.” (SHC-TH2b-2)

Instruction involves the transfer of vital knowledge, skills, and information to the potential leader and giving him/her the right tools while impartation shapes and strengthens the character of both the mentor and the mentee especially in the early stages of leadership (Murrell & Murrell, 2017). The researcher wants to use both definitions together to say that

instruction is to prescribed training and impartation is to relationship. In the context of this study, it will refer to leadership strategy called mentoring which is a common practice among the participant schools.

Teacher 1 from School A shared a distinct title to this practice called “Timothizing”.

To quote:

“...maybe it is Timothizing, like you have to train somebody, ‘coz Ma’am you’re not a leader if you are not leading somebody. So that when we leave or resign from our work, there is already somebody who is qualified or trained to take over.” (T1A-TH2b)

When asked who coined the term “Timothizing”, Teacher 1 answered that she’s not really sure except that it refers to the character in the Bible named Timothy. From the Bible, Timothy was one of the best known of Paul's companions and missionary partner. He was described by Paul as “his beloved and faithful son in the Lord” (1 Corinthians 4:17); "my true child in faith" (1 Timothy 1:2); and my “beloved child” (2 Timothy 1:2). Paul considers Timothy as his son and Timothy gave him high regard as well. They have a deeper personal relationship.

The closest meaning that the researcher could relate this term to is mentoring. Mentoring is an important component of faculty development or any training program. It provides space for both the mentor and the mentee to grow personally and professionally as knowledge and experience is shared in a reciprocal manner. Irby et al. (2017) stated that the “mentoring relationship is at the core of a successful mentoring experience” (p. 119).

In this respect, Timothizing involves a deeper personal relationship akin to Paul and Timothy's mentor-mentee relationship.

Teacher participants in this study observed that mentoring is mostly done through instructional coaching. The subject coordinators and academic heads conduct classroom observation and give feedback during post conference and come up with the goal either to address a weakness or expand the strength of the teacher.

“Yes, they do help us. So, my head do teach us the way we can do better on our teaching. In terms of classroom observation, for new teachers as frequent as possible. For me, I think 4-6 for the whole year.” (T6C-TH2b)

The last one is internship which refers to an empowering culture (Murrell & Murrell, 2017). It involves giving opportunities to potential leader to watch, learn, and lead along with his/her mentor or other leader with more experience. Aside from encouraging teachers to pursue graduate studies, another practice valued by the participants is tapping teachers with certain skills or specialization to conduct the trainings whether school-wide, departmental or in smaller groups. To quote:

“Marami na din kaming mga teachers na sila din nagcoconduct ng professional development, for example, kasi meron na silang kanya kanyang expertise, eto magaling sa pastoral management or ito magaling sa technology so they utilize them, they are sharing, skills and knowledge.” (L1A-TH2b)

(We have teachers who conduct professional development, for example, this teacher is expert in technology, that teacher is effective in pastoral management, or knowledgeable in EdTech. We tapped these teachers and give them opportunity to share their skills and knowledge. - L1A-TH2b)

“Yes, I conduct EdTech seminar, sometimes they invited other school then I’m the one conducting seminars.” (T3A-TH2b)

Another way to empower teachers is by giving them responsibilities or tasks to accomplished. This is an alternative form of recognition and it also promotes collegial learning. To quote:

“They have given me the opportunities to go beyond my work load or role as a teacher, have offered me and given me different roles and positions that I can provide services for the school aside from teaching, I am also I was given the task as IT and Data Protection Officer.” (T3B-TH2b)

“In a way yung pagbigay sa yo ng mga responsibility it will cause you to improve. It’s so, nagbibigay talaga siya ng chance for us to grow individually by setting or by giving us tasks na tingin mo hindi mo kaya but in the end by God’s grace and with the help of others nasusurvive naman.” (L2B-TH2b)

(In a way when you are given a responsibility it will cause you to improve. It really provides a chance for us to grow individually by setting or by giving us tasks that we thought we could not handle but in the end by God’s grace and with the help of others we survived. - L2B-TH2b)

And of course, the empowerment of the supervisors, the leaders are very important.

To quote:

“So, this is what I do, I empower the supervisors, supervisors empowering the teachers, the teachers empowering definitely the students. Kids are learning, parents are happy, the parents are satisfied, the school will definitely grow.” (SHC-TH2b-3)

When teachers are empowered it also makes the team or the community better. It creates synergy. Here’s why as stated by Leaver 3:

“We complement each other, some teachers may be good at this, some teacher maybe not but they have other strengths, we can complement each other, empowering each other.” (L3C-TH2b)

3. Create new leadership lanes

It is a known fact that leadership position in an institution is scarce especially in private school. Instead of wrestling for a single position, creating amazing opportunities for developing leaders must be intentional. The participants shared the following practices in terms of creating new leadership lanes: train students for outside competition, head a program committee for a school program, or designated as class or club adviser. In some cases, leadership role is established due to change or external factors.

“Kasi Ma’am, it’s like this. Kunwari nagturo ako, tapos ano ka supervisor, tapos balik sa teaching. Then high school supervisor. Tapos ayun na... dati iba yung title kasi, di ko nga alam ihh, nilalagyan na lang nila ng title. Ngayon, dahil sa accreditation, Research and Development na.” (T1A-TH2c)

(Ma’am, it’s like this. I teach, then I became a supervisor, then go back to teaching. Then I became the high school supervisor. Then this... before it was a different title, I am just given a title. At present I am in-charge of Research and Development created for accreditation purpose. - T1A-TH2c)

“As of now the added new role/position, is computer and technology coordinator because of this pandemic.” (T4B-TH2c)

Likewise, leadership opportunity is given to fill a need in the organization as expressed by Leaver 2 from School B,

“So, that time when my supervisor asked me to take over during her maternity leave, for me it’s a good thing. I see the responsibilities given to me especially the last few years in a way as a form of training.” (L2B-TH2c)

No leader can lead alone; leaders seek support from other administrators or teachers by delegating or distributing responsibilities to focus on more crucial tasks. This can provide opportunities for teachers and other leaders to grow and realize their own potential. It involves matching, assigning the task to right people (Beloy & Villena, 2016).

“But even before the pandemic, I’m helping the school with regards to any tech related concerns, principal saw my CV that I have computer science background, so from time to time she consulted me with things related to IT.” (T3B-TH2c)

“I am also given the task as consultant in any IT related concerns. When the National Privacy Commission required all the schools to have data protection officer, they offered the job to me. Initially, I declined but they said, I’m the right fit so eventually I accepted.” (T3B-TH2c-1)

The school, just like any organization, is constantly evolving due to various drivers of change. Therefore, leaders must engage in continuous evaluation of the pool of leadership talents and skills in the organization and nurture them to catapult the institution into greater success in the future. In view of multi-generational leadership, leaders should prepare the next generation for greatness and to face leadership challenges ahead.

Murrell & Murrell (2017) stated that most of the times future leaders are hiding in plain sight waiting to be identified. With mentoring and empowering, they will sparkle like diamonds as soon as they are cut, polish and set. Therefore, leaders need to get their hands dirty to spend time and energy developing teacher leader through faculty development.

Theme 3: Faculty Development Advancing the Community Endeavor

Faculty development mainly takes place in the community, the school. Similarly, if we want to achieve institutional excellence for the sake of student learning, our mindset regarding faculty development should change. We need to realize that, faculty development is not about “me” but it is a community endeavor.

Roels (2010) described it as mirrored development between the individual professional and the school community. She further explained that “the development of every single teacher and administrator in the school setting has profound implications for every other person associated with the school” (Roels, 2010, p.12). The researcher does not discount the fact that individual professional growth is not significant since we have to polish our own gifts and talents but it is heightened when shared with others which helps the school community to flourish greatly. Therefore, faculty development is about all the teachers, staff and leaders in the institution. As Leaver 3 from School C explained:

“I think the reason why we’re having or we have faculty development is for us to facilitate learning, okay, depending on our specialization or depending on the needs of our students as well as how we work as a team in a particular school so it could be two ways, it could be an individual professional growth as well as how you work with others to work as a team in an institution.” (L3C-TH3)

1. Faculty development mirrors culture of the school

The researcher would like to reiterate that each school has its own unique culture, more so in Filipino-Chinese schools where learners are more diverse in terms of ethnicity,

language, religion, and family background among others. These schools aim to foster in its students an appreciation of their unique identity by providing an educational environment that strengthen their awareness and love for their Chinese cultural tradition. Taking these into considerations, the school must have a long-range and intentional faculty development.

The school needs to utilize a matching strategy between tools (individual strengths of teachers) and plan (FD opportunities) and align it to the intended future of the school.

“So that’s why on organizational behavior we have our own organizational culture, it is the same, just one factor that should be consider, when we give a teacher training program.” (SHA-TH3a)

Likewise, it should include everyone even the janitors, janitress, security guards and other maintenance personnel.

“Because again, I believe the school cannot progress if our kuya and ate are not very good also. So, they know that they are teachers in their own right ... and we strongly encourage them to speak English as much as possible so even the guards, you will hear them talking to the children in English.” (SHC-TH3a)

“Ano yung vision mo? Ano yung mission mo? Not only for the students, dapat sa lahat, not only for the teachers but also for the staff. Kumbaga, yung secretary natin no? tulungan natin silang lumago” (T1A-TH3a)

(What is your vision, what is your mission? Not only for the students, but for all, not only for the teachers but also for the staff. For example, our secretary, we need to help her grow, too. - T1A-TH3a)

2. Collaborative planning for faculty development

Planning is admittedly the most difficult aspect in the implementation of faculty development. Obviously, developing a collaborative plan intensify the difficulty of the process. It seems repetitive but to make the planning effective, the people involved in planning must have an in-depth understanding of the institutional goals and focus all the initiatives or efforts toward them.

One commonality among the participant schools is that there is no single or specific office that oversees and manages the faculty development. Instead, it is composed of individuals including the principal, vice-principal, academic heads or department supervisors. They conduct collaborative planning working closely with the Human Resource Department. The approval came from the principal but the implementation of the program is designated to other members of the team.

“There is no specific office but I think it's the decision of the management. I think ideas coming from the heads specifically, at the principal and supervisors. The principal and team of supervisors implement and facilitate this program.” (L3C-TH3b)

“Collaborative, kasi we centralized para ang nalalaman nya ay ano, malalaman nya na I should know everything but I would not interfere you we still give you the enough power to do your things kasi nga pag controlled ko lahat, may teachers, my admin, will not grow. I will still let them grow but with discipline.” (SHA-TH3b)

(Collaborative, we do it centralized so they are aware that I should know everything but I would not interfere, you have enough power to do your things because if all things controlled by me, my teachers, my administrators, will not grow. I let them grow but with discipline. - SHA-TH3b)

Another similarity in practice among the participant schools is soliciting feedback from teachers as one factor in planning FD activities. To quote:

“The success of the professional development is really in seeking the consensus. And taking into consideration the needs of the teachers.” (L1A-TH3b)

“So, what we did is to run a survey on what we want to be prioritized in terms of what kind of training we want to do, so, they enumerate it, what they want and why they want it, why they want that kind of training.” (L1A-TH3b-1)

3. Teacher as collaborative learner

Collegial atmosphere is a necessity to promote collaborative learning. It is characterized by open communication, relaxed and friendly environment. It promotes a workspace where responsibility and authority are equally shared by colleagues whether they are leader or subordinate: visioning, leading, learning and building the community together. One way to achieve this is to always seek the input of the teachers so they may see it as important because their opinions are considered. Rather than dictate, talk to the teachers or keep the communication open.

“When you become an administrator, you have lots more responsibility that at times you can’t see the needs of teachers so that’s why I opened my office to all the teachers, they are feel free to come to my office, and I hope they can trust me and tell all the problems, so I will get to know them.” (SHA-TH3b-1)

“I just want to make them feel lang, lahat tayo, even I’m the school head, employee din ako dito, I’m also receiving a salary. Naging iba lang responsibility ko.” (SHA-TH3b-2)

(I just want to make them feel that even I'm the school head, I'm an employee too, I'm also receiving a salary. It's just that my responsibility is different. - SHA-TH3b-2)

One practice that is found common to all participants is in the aspect of collegial learning. It blossomed in the onset of pandemic; teachers are collaborating or learning together especially in terms of technology use and integration of technology in teaching. Their practice can be likened to PLC or professional learning community practiced in other country wherein team collaborates and learns together but in an informal and personal way. In this format, teachers learned how to use zoom, google meet, google classroom and other apps that help in delivering instruction to the students online. Also, teachers who have the necessary skills are given the chance to train other teachers and share what they know.

However, FD promotes collegial sharing and learning even prior to pandemic. Teachers are bringing in and recommending new ideas to the school. To quote:

"So, there are many new ideas that we implement, like... "you know we can do this, I learn this from my MA". I learn this from my PhD", "I learned this from webinars". So, we have exchange of ideas. We can do this." (SHC-TH3c)

"Like me, I love to share whatever I learned in my master's degree before or even this time in my doctorate classes, I will share so that they would learn also." (T5C-TH3c)

4. Institutional support for faculty development

Undeniably, effective plans or any plan need resources and funding to succeed. Likewise, brilliant ideas and concepts need funds to become reality. Sufficient resources like budget and other non-monetary support must be available for execution.

The participants shared that the most tangible support they receive in terms of FD from the school is the financial support. It comes in different forms: (1) scholarship grant, (2) study loan, (3) registration fee for seminars and workshops, (4) food and transportation allowance when attending in-house and outside trainings, and (5) subscription to different apps like Kahoot! and Pear Deck.

“I’m very blessed to be a recipient of that one, I was able to study a graduate program. Yeah, I think that’s one of the significant support or resources I get from the school.” (L3C-TH3d-1)

“Yes, very...the school is gracious school. It’s really included in the budget.” (T5C-TH3d)

Also, the teachers can use school materials and school resources like printing and researching for their paper or assignments.

“They are given assistance, like books if needed, you can ask the principal. Admin also said that ‘you can use all the resources of school’.” (T2A-TH3d)

“There are also books provided in school, professional development books that we can go and borrow for us to learn on our own. Online resources are also provided.” (T6C-TH3d)

Teachers are also allowed to use their vacant periods to work on their assignments or study as long as supervisors are informed.

“Magsasabi ka din, may test ako bukas, pwede ba akong mag-aral kasi pag uwi ko di na ako makakapag-aral, may project ako, may paper ako, sabihin mo na sa supervisor. So, during school hours working hours, sasabihin mo na sa school supervisor mo, sa supervisor mo, “Ma’am tapos na po ako sa lahat ng trabaho ko, pwede na ba akong mag-aral? Pwede ko na bang gawin paper ko?” using the school materials, the school time, and even the computer, etc. So that's one of the adjustments we give also to those who are really studying. “(SHC-TH3d)

(You can also tell, I have test tomorrow, can I study because at home I cannot do it anymore, I have a project, I need to write a paper, tell your supervisor. So, during school working hours, you can tell your supervisor, “Ma’am I am done with my classes and work, can I study? Can I work on my schoolwork? Using the school materials, the school time, and even the computer, etc., these are adjustments we give also to those who are studying. - SHC-TH3d)

Some commonality from the responses is the perceived support from leaders and colleagues through the following: (1) encouraging them to pursue graduate studies, (2) substitution system, (3) psychological support, and (4) instructional coaching. To quote:

“Paalam, proper arrangement, official na paalam, you will be leaving things for the school to do, there is a task for the students to do, okay sya. Pwede. The supervisor will put substitute officially. The substitute will be paid.” (T4B-TH3d-2)

(Inform the office, make proper arrangement, you will be leaving things for the school to do, there is a task for the students to do, that is okay. The supervisor will put substitute officially. The substitute will be paid. - T4B-TH3d-2)

“We also give incentives, for example, you’re working on your dissertation or time out for professional development, the schedule is pre-arranged.” (L1A-TH3d)

Moreover, psychological support is also provided especially at a time like this where mental health issues coupled with pandemic-related concerns pushed the buttons of many individuals. To quote:

“Spiritual support as well. There is counseling.” (L1A-TH3d-1)

“I also conduct counseling to our faculty whenever they have concerns or issues, I am open for impromptu conversations with them as long as I can accommodate them and other admin member or supervisors they are also open for such conversations with our faculty and staff.” (T4B-TH3d)

With the onset of migration to online teaching, some commonality from the responses with regard to support given by the institution are the following: (1) online trainings and virtual workshops, (2) provision of laptop, (3) financial loan to purchase laptop or other peripheral devices, and (4) internet subsidy. To quote:

“And then with regards to online classes, they provide internet subsidy for the faculty. And then they lend us a brand-new laptop. Lend us. For our faculty, all of us have new laptop to use for our classes.” (T3B-TH3d-2)

“And they also help us by providing some training on how to do or how to use the things that will be using for this set up.” (T6C-TH3d-1)

Theme 4: Faculty Development Bearing the Responsibility of Individual Teacher and the School

There is a multitude of educational seminars, conferences, workshops, professional development blogs, and online resources for faculty development. How can it be utilized

effectively? There must be a convergence with the career mapping of individual teacher with the vision and mission of the school.

Moreover, the process must start from the individual teacher from the bottom up with support from the leader and the institution as a whole as echoed by some participants:

“I think to generalize mine; my perception of faculty development is a responsibility. So, one is...it is your responsibility to yourself, to your growth for your personal growth. And then, it is your responsibility to your student as well.” (L2B-TH4)

“The higher you go, the more responsible you will be as a faculty. That should be faculty development, a responsibility, an accountability.” (SHC-TH4)

Basically, teachers and leaders know themselves from their own histories, experiences and evaluative feedback. There should be a mechanism in place to identify the focus of growth, options to achieve the growth, avenue for sharing what is learned, and means of measuring the results.

1. Teacher as a lifelong learner

Technological changes are evolving across all facets of our lives. A decade ago, there was even a claim that machines or robots will replace human manpower in the future as depicted from the earliest science fiction movies to the more realistic advances today in artificial intelligence, smartphones, cloud storage, and internet. The idea of online teaching seems farfetched until a year ago but now it has become a reality. As teachers, will it render

you obsolete or will you rise up to the challenge of learning what it takes to stay relevant and employed?

It all boils down to having the attitude of lifelong learning. Lifelong learner is someone who keeps acquiring new skills, seeking opportunities to enrich oneself and developing an open-minded attitude about the dynamic world we live in as expressed by the following responses:

“In Chinese, there is a Chinese idiomatic expression: “shi tao lao, wo tao lao” (学到老, 我到老) which means “as long as you are living, you need to learn”.” (SHB-TH4a)

“You cannot give what you do not have.” (SHC-TH4a)

Having an attitude of a lifelong learner is also required of leader as stated,

“That's why, it's important a leader should learn more than what the teacher is learning. If your cup is half-filled only, same with the teacher, how can you convince them? How can you help them? You are just the same.” (SHA-TH4a)

Teacher 2 related it to being passionate in teaching as described,

“You need that, right? As long as we live, we need to study. My personal reason, because it's my passion really to teach, so it's like I'm not contented if I am with this kind of idea of teaching and I'm already 28 in the service because the idea that I have before has changed, so I really need to improve myself through trainings.” (T2A-TH4a)

One commonality found in the responses is the concept of self-directed learning or self-enhancement activities that the teachers engaged in to keep themselves updated in terms of skills and knowledge.

“Sometimes we were sent, sometimes not, so that's why, I take the initiative to have my own like for instance, I look at the internet for that and look for opportunities, that's why I became a writer in DIWA. I really try to enhanced myself.” (T2A-TH4a-1)

“I can understand some Chinese words but I really cannot speak them. I can count. I know the money, the counting, the bad words, I know some. I'm not using them, I hear them...but I study those words because my student might cheat using the Chinese language...or maybe they would curse me.” (T4B-TH4a)

In addition, external factors like the current trends in education pushed teachers to continuously seek opportunities to learn.

“And also, we have to move on with the current trends and of course, like right now suddenly it is the “new normal”, so we really have to. That is really our responsibility to learn.” (L2B-TH4a-1)

“Yes, continuous studying. You cannot become stagnant especially generation of the children now is totally different than a decade or two decades ago.” (SHB-TH4a)

Wong (2011) defined professional development as a lifelong endeavor, an ongoing process which teacher engage in to learn and reflect on how to adapt their teaching practices to the learning needs of the students and become embedded in their day-to-day practice.

2. Teacher became digital migrants

Ultimately, technology became an integral part of the teacher's lives. The pandemic altered the educational landscape around the world since last year illustrating a myriad of changes. Faculty development is not limited to face-to-face (F2F) workshops and seminars, the classroom is no longer a four-walled room, and students can experience field trips and

perform laboratory experiments in virtual environment. These occurrences highlight the need for teachers to stay relevant and be adept in the use of technology in teaching and become digital migrants to better serve the students who are digital natives.

“So, especially now, we’re dealing with students that are, what do you call this, the digital citizens, you may call them but, yes, you have to be well-adjusted and informed with how they learn.” (L3C-TH4b)

“I’m good with technology. I could learn on my own. So, for me I just go with it try on my own, learn what I should learn so that I could be effective even though this is a different and new set up. So that’s it.” (T6C-TH4b)

Meanwhile Teacher 1 from School A emphasized teachers have the ability to learn and adopt with the use of technology.

“Hindi naman kasi as she go along naman, matututo. Ako, I’m not a techie person, I just learned, we have to explore matututunan mo sya, it’s not necessarily that you are well verse when it comes to technology. Pero siguro, basic na yung paggamit ng computer. Pero when it comes to application, ah pano gumamit ng Google Drive, Google Classroom, kumbaga, they will learn habang ganyan, nagtuturo, yung mga paggamit ng apps na nearpod, quizlet, padlet yung mga ganun.” (T1A-TH4b)

(No, as he/she go along, they can learn. Personally, I’m not a techie person, I just learned, we have to explore for us to learn, it’s not necessarily that you are well verse when it comes to technology. But has to have the basic know how on using the computer. But when it comes to application, how to use Google Drive, Google Classroom, they will learn while using it, same with using different apps like Nearpod, Padlet, Quizlet and the like. - T1A-TH4b)

Even prior to pandemic, teacher participants exhibited characteristics of being digital migrants such as the following: (1) searching the internet for sample lessons, illustrations or related instructional videos, (2) using online portal like Scholastic Learning Zone and KooBits, (3) using Google classroom and Edmodo in uploading and posting

instructional materials and tasks for students to accomplish, and (4) attending online courses.

One positive thing about the pandemic that influence the teachers is that they were force to upgrade themselves.

“But in a way, it gave us a new perspective, those who are still traditional teachers, at the moment they are learning new technology, platform, and how to teach using this mode, at least.” (T4B-TH4b)

3. School as provider of faculty development

A school that is committed to the faculty development of the teachers, staff and all other personnel conveys a strong and clear message to the community. According to Ken Smitherman, former president of Association of Christian Schools International (ACSI), one of the characteristics of an effective schools is the culture of continuous improvement. And this can be achieved if the school administrators and leaders believe that they have to invest in teachers. Their attitude toward faculty development will dictate the FD program in school even the infrastructure and other resources related to the implementation of the program.

“I have a very strong support from the board. Okay, so the board is with me, is with us. They fully understood what is faculty development, and that's very important. Of course, allocation of budget... very important.” (SHC-TH4d)

“So much, invested with the hardware and the software and the...tapping a lot of experts and consultants, trainings, sophisticated tools and technology we all have that in our school.” (T2A-TH4d)

Moreover, the participants school stated that there is departmental and schoolwide faculty development in their institution to address the needs of all the stakeholders. In terms of frequency, in-service training is on regular basis; one month prior to school opening and during the semestral break. Every quarter, since quarterly examinations are scheduled every morning of the week, two afternoons within the week is reserved for faculty development activities.

FACULTY DEVELOPMENT PRACTICES

PART 2: CROSS-CASE THEMATIC ANALYSIS

Themes from the twelve cases which were categorized School Head A to C, Teacher 1 to 6, and Leaver 1 to 3 were compared using the cross-case thematic analysis where similarities and differences in practices in School A, B, and C were presented in tables and descriptions.

Theme 1: Faculty Development Gearing toward Institutional Excellence

In terms of faculty development practices gearing toward institutional excellence, the similarities and differences across the three participant schools were presented in Table 3.

Table 3*Cross-Case Thematic Analysis for Theme 1*

School A	School B	School C	Characteristics
Holistic	Holistic	Holistic	
Practical life skills	-	Equips all employees in the school	Balanced (Holistic)
Aligned in vision mission	Aligned in vision mission	Aligned in vision mission	
Student learning Teacher's learning	Student learning Multiple intelligences	Student learning Develop leaders	Vision driven
Excellent & Credentialed teachers	Excellent teachers	Excellent teachers	
Improved performance Marketing/promotion of the school	Improved performance Inspired (be a lighthouse in the community)	Improved performance Boost morale of all employees (leaders in their own right)	Growth oriented Productive
Performance review and appraisal	Performance review and appraisal	Performance review and appraisal	
Tied to salary increase Basis for FD	Tied to salary increase Part of coaching	Tied to salary increase Basis for coaching	Reward Oriented

Faculty development is holistic (*balanced*)

In the three Filipino-Chinese schools, the faculty development practices offered are holistic as attested to by the participants. The characteristics of these practices is balanced because it covers the whole aspect of the person, it has something to do with growth and improvement of teachers in terms of academic, social, emotional and spiritual. The

common practices include the following: (1) spiritual such as devotion time, prayer meeting, Bible study/cell group, and retreats; (2) academic like seminars on teaching strategies, classroom management, and other approaches in teaching; (3) emotional and mental such as counseling and fellowship; (4) and other seminars such as educational laws, stress management, depression among others so they will be aware of their rights and be guided on how to cope and thrive under difficult situations. However, these schools put emphasis on different areas. In School A, it focuses on life skills that teachers can use in day-to-day activities or situations in school. To quote:

“Kumuha din ako ng speaker from Red Cross kasi sakin naman sometimes when the kids inside the classroom something happens at least alam ng teachers pano ayusin before going to the clinic.” (SHA-TH1a)

(I invited a speaker from Red Cross who facilitated a workshop for teachers, sometimes when something happens to the kids inside the classroom at least teachers know what to do before going to the clinic, even giving first aid. - SHA-TH1a)

“Nag-attend din ako ng seminar about media literacy so, tapos eto, about cyber security, teacher you have to attend kasi nga may cyber security tong class natin.” (SHA-TH1a)

(I attended a seminar about media literacy, about cyber security, as a teacher you have to attend because we have cyber security in our class. - SHA-TH1a)

In School C, there are more distinctive practices like Book Buddy, family camps, and reading the Bible for the whole school year.

“Then we also have family camps for teachers, we bring our family, husband and wife. If you’re single, you bring your dad or mom. That’s why

it's a family camp, then your children. So, we also have children, we divided into groups. We have the kids, so it's a family thing. Then your family will appreciate, this is where the ministry is, this is how we are working." (SHC-TH1a)

"And intellectual, the library has also spearheaded, Book Buddy, so, once a week we have to go to the library for 30 minutes, they will read, so all of us should go to the library. So, I called it a library time, and it's a requirement, and there is a penalty for those who will not come. Sometimes you know we just have to do it for the teachers to be forced to go to the library, just drop and read. And actually, a teacher should be a reader. And then we have the book buddy, we have partners, so we have required number of books to read. The two of us should read, so accountability also, I force you to read and you force me to read. And then we should submit a reflection paper." (SHC-TH1a-1)

As part of the school community, the school also equips the security and maintenance personnel. To quote:

"And there is Bible study every Saturday with our Kuya and Ate, facilitated by teachers, so that, they grow also, not only spiritual but even professional. So, we teach them how do you talk, how do you carry yourself, even the way you dress, so we teach them all of this." (SHC-TH1a-3)

Faculty development is aligned to the vision and mission of the school (Vision Driven)

This study revealed that the faculty development practices in the three Filipino-Chinese schools were vision driven. The vision and mission of the school directs the faculty development provided in the institution relevant to the end goal which is student learning.

The commitment of School A is to provide quality education that is relevant to the changes and challenges of the times so it offers faculty development that is advanced and renowned in the educational field handled by prominent partners and experts to ensure that

teachers are learning and equipped to facilitate students' learning. This is depicted by the school's integration of iPad in learning and adoption of IB Programme recently. To quote Teacher 2 from School A:

"Yes Ma'am, actually approve na kami sa IB, may number na kami, so by next year from kindergarten to Grade 12, talagang IB na kami. Kaya medyo busy kami, kahit yung free time namin, we're focusing on studying." (T2A-TH1b-1)

(Yes Ma'am, actually we got approved as IB, by next year from kindergarten to Grade 12, it will be IB already. That is why we are quite busy, even our free time, we're focusing on studying. - T2A-TH1b-1)

On the other hand, School B aims to develop the multiple intelligences of the students and help them to become well-rounded and productive citizens who are lifelong learners. The adoption of AP curriculum provides more options for students to explore their gifts whether in Math, Science, or language like Chinese. To attain this goal, teachers are also trained to handle these special classes on top of other trainings provided by the institution. Teacher 3 from School B expressed it as:

"The purpose of faculty development will stem from the desire to fulfill the vision. And then of course it's for the quality of education of course we do understand that the present generation of parents are more demanding and involved, and so as much as we can we provide enough training, to fulfill the promise of quality education and excellence in the work that we are given. "(T3B-TH1b-1)

Lastly, School C is committed to develop learners to become excellent in academics and character that will become Christian leaders who will make a difference in the 21st Century.

“This is what the stimulating factor, not only teachers, not only students that we want them to live. So, because of the vision, because of our battle cry, we have to be excellent in every area. This is boosting us. Boosting. Stimulating to go for faculty development, but what really is the impetus is to give God the very best that you can.” (SHC-TH1b-1)

Faculty development leads to excellent and credentialed teachers (Growth Oriented, Productive)

This study found that one commonality among the cases is that FD leads to excellent and/or credentialed teachers. It stresses that FD helps teachers to hone their craft and perform better. Because of the trainings given, teachers become more effective in teaching and in handling classes whether F2F or online. Therefore, FD practices are productive and growth oriented as quoted:

“I am growing as a teacher, learning or as a teacher the same time I'm sharing whatever expertise I have with my student as a teacher. Teacher should be more on the mastery of the content, for the subjects that they're going to share with the students because that is the best foundation they could have, if the teacher is sharing them with the right tools with respect to the academic.” (T4B-TH1c)

“Oh, well aside from continuously reviewing the curriculum we have in school, checking on the current updates, I'm checking, or I'm attending seminars as well as attending graduate studies / graduate school but actually be updated with the current trends in my field or in the field of the English language.” (L3C-TH1c)

However, its purpose was perceived differently by diverse participants in the three participant schools as a tool for marketing, to inspire the community, or to boost the morale

of all employees. In School A, being credentialed is emphasized and it was equated as being a good feed to marketing strategy by the institution. To quote:

“That's why they are having this kind of training, we're competing with other schools, of course we need to have a good teacher so that we can do that, they can actually brag about the school and the teachers and like, most of them are Apple teachers. So that's part of promotion and that we can compete with the other schools nearby.” (T2A-TH1c-2)

On the other hand, in School C the focus is more on developing the growth of all employees to boost their morale. To quote:

“Even our Kuya guard, even the staff, even the kuya, ate, janitors, we want them to improve themselves as well. Because again, I believe the school cannot progress if our kuya, ate are not very good also. So, they know that they are teachers on their own...right?” (SHC-TH1c)

Faculty development is tied to performance review and appraisal (*Reward oriented*)

One commonality among the practices in the three institution is that FD is tied to performance review and appraisal which is also used as basis for salary increase and other compensation. Therefore, its orientation is to give and get reward from participation in these activities.

In addition, it also provides data for instructional coaching which is an integral part of faculty development; to facilitate improvement or remediation to address the teachers' needs. Teacher 5 from School C shared how she practiced instructional coaching.

“I really do it purposively, it means you will really set your time okay this is for the coaching or this is for your instructional side whatever you want to do post conference or pre-conference with the teachers, so for me I

applied that. Last year I had 40 classroom observations and for me as I have said, it should be fair for the teachers when you gave your record, when you give your observation or evaluation, you really have to go from the start and finish it. You know where you give suggestions or ideas, it cannot be like half-half only, so that is not classroom observation, if it's like walkthrough only.” (T5C-TH1d)

She also emphasized the need to be objective and to document everything. As she stated:

“And then I really gave them a report also on what really transpired and everything is recorded and what sometimes, what they said I will really jot it down either for commendation or correction purposes, and at the same time I took pictures, how they do it in class.” (T5C-TH1d-1)

Teacher 4 from School B reiterated that instructional coaching is:

“Those things are part of our necessity, right? Every day we should be ready, we will be observed, just like now even though online, the supervisor can enter the classroom without prior notice. That is part of daily responsibility that they have to always expect for them to be observed.” (T4B-TH1d)

As Devine et al. (2013) suggested, instructional coaching can support schools in implementing new teaching practices systematically and of high-quality.

In terms of differences in how School A and School C execute their practices with regard to performance appraisal. They reinforce the use of SWOT analysis and giving of incentives as stated:

“For example, one department as I’ve said, all of you read, and we have a donor, and this department will now go eat-all-you-can. Because the whole department finish reading the whole Bible.” (SHC-TH1d-2)

“That’s why we’re doing SWOT analysis eh, so SWOT analysis is not only applicable for an organization, but for individual, too. You have to evaluate yourself first, your strength, your weaknesses so, everyone has their own SWOT’s analysis, you have to be updated.” (SHA-TH1d)

These findings are supported by Mizell (2010) and Avalos (2011) stating that FD leads to the improvement of instructional practice and for the benefit of students’ growth because it deepens teachers’ knowledge and skills, modify their attitudes and beliefs and they attain high-quality professionalism. Indeed, better teachers equate better students. Likewise, Bayer (2017) asserts that FD is a critical element for school improvement and increased student achievement.

Theme 2: Faculty Development Synergizing the Development of Leaders

In terms of faculty development practices synergizing the development of leaders, the similarities and differences across the three participant schools were presented in Table 4.

Table 4*Cross-Case Thematic Analysis for Theme 2*

School A	School B	School C	Characteristics
Modeling	Modeling	Modeling	Modeling
Walk the talk	Follow Faculty Handbook	Serving one audience (Christ)	(Influencer, Influence driven)
Mentoring Empowering teachers & supervisors	Mentoring Empowering teachers & supervisors	Mentoring Empowering teachers & supervisors	Mentoring & Empowering
Timothizing Coaching Assigned teachers to lead	Coaching Assigned teachers to lead	Career mapping Coaching Assigned teachers to lead	(Relationship Oriented) (Transformative)
Create new leadership roles	Create new leadership roles	Create new leadership roles	Delegating & Matching
Delegate (Assigning task to right people)	Assigning task to right people (Based on need)	Intentional-succession plan (w/ delegation) Organizational structure	(People and Task Oriented)

Develop a leadership culture (*Influencer, Influence driven*)

School leaders and teachers are essential role models especially in school. They inspire and encourage students and teachers to strive for their greatness and develop their potential. It is important for leaders to lead by example and practice what they preach. One similarity in the practices among all the cases in this study is modeling. Modeling sets the mood in the organization: how you occupy your time, where you go, what you say, or how you deal with difficulties. It shows people how a leader acts, thinks, listens and makes decisions. Indeed, modeling the behavior you want to see in the organization is very important.

Another way to exemplify modeling in the organization is to act consistently with the written policies and to align your personal code of ethics to the institution's core values. School Head B and School Head C articulated the importance of clear intention, making it clear to all that you expect them to live by the school's core values. As leaders, you have to sell and teach to them the importance of living the core values of the organization.

“And one of the ano is kailangan clearly na-state mo sa kanila or kaya nashare mo sa kanila yung expectation lalo na sa mga new ones, which we're trying to improve pa.” (SHB-TH2a)

(And one of the needs is to clearly state or share to them your expectation especially with the new ones, which we're trying to improve. - SHB-TH2a)

“In School C, if you are a new teacher, you have to sit with me. I talk about purpose, I talk about vision, I talk about mission. And part of mission, part of vision, part of the calling is you really have to grow because you cannot give what you don't have. I always tell them that. If you will not attend faculty development, what can you give? So, at the onset, I lay down the codes of ethics, that training is a part, faculty development is a part, if you do not want it, it's not our lost.” (SHC-TH2a-3)

In the event that there is a disconnect between policies stated in the Faculty Handbook and employee behavior, it's important to clarify and redirect the misalignment as stated by School Head B and School Head A.

“Since you are employed here, kailangan mong sumunod. We give verbally, pag hindi pa magbibigay na kami ng sanction. Papakita natin yung faculty manual so. take it or leave it. Pinakabible namin yun.” (SHB-TH2a-1)

(Since you are employed here, you need to abide by the rules. We give verbally, like sanction. We refer to the faculty manual...so take it or leave it. It is like the Bible in our school. - SHB-TH2a-1)

“You assigned a teacher to do these things but he resisted. Ask him to lay out his plan, if it sounds good then approved of it. But if you are sure that it will be disastrous, tell him so by guiding and asking leading questions. If he persists on his idea, give him the go signal but he has to take responsibility for it, and let him know of the possible consequences. But still do some damage control, e. g. assign another teacher to assist him so you can still monitor what is going on.” (SHA-TH2a-3)

Implement leadership strategy (*Relationship oriented, Transformative*)

In this study, one common practices in implementing leadership strategy are mentoring or “Timothizing” and empowering not only teachers but also the supervisors or those in middle management. It includes the following activities coaching and assigning teachers to lead or facilitate trainings or workshops. The characteristics of these practices were found to be relationship oriented and transformative because in the process the teachers and leaders are being developed. Faculty development no longer refer to stand-alone events of joining seminars but it encompasses collaboration between groups or two or more individuals comprised by teachers and leaders with a common purpose, student achievement. This is how mentoring is implemented across participants’ schools. To quote:

“During our performance review, we come up with a goal for the teacher, so like these are the observations, areas for improvement, how can we improve on this area e. g. certain criteria in the given performance indicators. So, what do we do about it? So, that is how faculty development works, in a way, these input or data can be used to plan for their professional development.” (LIA-TH2b)

“And the evaluation, the rating, you really have to show them, ‘okay this is how you are recorded’ ‘okay in what area under Bloom’s taxonomy, is your strength, is your area for improvement... in this session, what philosophy of education that you use, multiple intelligence, social cognitive theory or by Bandura So things like that. I intentionally do it that way because it will be credible, it targets skills for enhancement and the feedback will be fair.” (T5C-TH2b-1)

Consequently, leaders need to guide teachers especially when implementing change. Since some of them have fixed mindset and are afraid to get out of their comfort zone, they must be lead along the way. This is also perceived as another form of organizational support.

“Sabi ko hindi na applicable yung ginagamit naming curriculum dati na ang isang lesson is compose of 3 - 4 pages, hindi na yan pwede sa online classes, at the end, yung bata hindi na makikinig. So, ayun nandun na naman yung resistance, na ahh, ‘we are doing this’. So sabi ko I know what I’m doing, una ayaw talaga nila, after that, tinetrain ko sila paggawa ng presentations, tinututukan ko talaga sila one by one, wala silang magawa. Tapos may teaching demo lahat makikinig, lahat magsheshare, tapos meron akong binibigay na tips, meron akong binibigay from observation ko. Marami, so naisip ko pag hindi sila marunong, kasi kung magstay tong mga to, papano natin idedeliver yung material natin?” (SHB-TH2b)

(When I told the teachers, our curriculum is not applicable anymore, one lesson is composed of 3 to 4 pages in online class, the student will not listen anymore. Of course, the teachers resisted, I told them, I know what I’m doing, so I trained them how to do their presentation and prepare their lessons. I personally guide them one by one so they have no choice. We conducted mock classes and do critiquing, I give tips. My thoughts go like this, if they will not be trained and taught what to do, how will they deliver the lessons, the materials? - SHB-TH2b)

“When it comes to the content, I think the way, strategy in teaching, what else is giving, what do you call this, giving feedback, observation, and after the observation there would be a feedback and I think those would be consider as organizational support, which really helps. Yes, mentoring, exactly, mentoring.” (L3C-TH2b-1)

In addition, School Head C stated that to mentor is to correct. It is to instruct and impart knowledge and experiences to teachers or future leaders. Personally, she preferred not to give reprimands to teachers because they are teachers, they are professionals. But through the years, she learned “how to rebuke them in a gentle manner”. To quote:

“So, you know the respect they have in me, maybe, we know each other for years, because they know that I love them, because they know that I care. They just also know that I want the best for them. When I say, ‘I saw you sleeping during the seminar’, the school didn’t pay so you just go and sleep. What’s the issue, what’s the problem?” (SHC-TH2b-4)

She suggested not to humiliate teachers because you do not know their situations or conditions that day. But let them know that you know what they are doing, and remind them,

“That’s not good, that’s not courtesy, we teach our students courtesy, but you are not courteous.” (SHC-TH2b-5)

On top of intentional career mapping, another unique practice in School C is empowering teachers to be instructional manager in their own right, to think out of the box and encouraged teachers to be innovative in delivering their lessons. They must be included in curriculum mapping, development of instructional materials, and planning for assessment. The principal or school head cannot focus all her time on monitoring

instructional practices of all teachers, that is why teachers and subject leaders must be empowered to plan, find inadequacies, calculate the risk and implement paradigm shift in terms of instruction.

As an institution, curriculum review should be part of the faculty development not only to fit in the lessons with the context of the school and needs of learners but:

“...constantly looking into it and constantly reminding the teachers to do some changes and go, adapt with the new trends, things like that.” (T5C-TH2a)

“As a teacher you are also a curriculum manager, that means you can explore as long as you will achieve the goals of the lessons for the students’ academic achievements, so things like that.” (T5C-TH2a-1)

Create new leadership lanes (*People and Task oriented*)

Creating leadership roles were found to be common practice among all cases. Though, the focus and the manner it is done denotes the same thing which is delegating or assigning task to different people. This practice builds confidence among the teachers and allow them to show what they are capable of doing. It makes them feel important and engaged because they are entrusted with tasks. They are motivated to learn more as they are exposed to more challenges. In addition, leaders are able to concentrate on more important tasks when they delegate certain tasks to others resulting in collective success and saved time upon task completion. To quote:

“When the National Privacy Commission required all the schools to have data protection officer, they offered the job to me. Initially, I declined but they said, I’m the right fit so eventually I accepted.” (T3B-TH2c-3)

“So, at least one thing in mind is taken out from the supervisors’ hands so they can focus more on other task as a supervisor.” (T3B-TH2c-2)

One unique practice in School C is the established career mapping and the organizational structure that is broken down in smaller segment so it will be manageable: Primary School Department (Grade 1 and Grade 2), Intermediate School Department (Grade 3 and Grade 4), Middle School Department (Grade 5 and Grade 6), Junior High School A (Grade 7 and Grade 8), Junior High School B (Grade 9 and Grade 10), Senior High School Department, Preschool Department, Spiritual Department and Administrative Department. There are nine supervisors who report to the principal. And one supervisor takes care an average of twenty (20) teachers. The rationale behind smaller segment is:

“It is easier also that you take care of in divide, in groups, because you as principal cannot take care of 100, you cannot really do it.” (SHC-TH2c)

“I have a group of heads. I have group of supervisors and department heads that I mentor myself and then they mentor others. And then every grade level, I have level coordinator that they mentor also, so, more leaders, why? Again, we just go back to the vision of the school which is to be able to develop good leadership.” (SHC-TH2c-1)

Overall, faculty development program can build the leadership capacity and capability of teacher leaders and develop principals to become leaders of leaders (Oracion,

2014). In addition, Hanover Research report (2012) emphasized the value of leadership development programs in promoting teacher leadership.

The role of school leaders is an important factor on leadership development. They are the ones who can empower and encourage teachers to learn continuously and promote collaborative inquiry in the school culture (Postholm, 2018). Furthermore, Thomas (2014) explained that school leaders are facilitators of FD as they mentor and encourage innovative ideas from the teachers. Further, the school community is a facilitator of FD through the activities that involves peer observation, role modeling and informal sharing of professional learning. These findings support the insights acquired from this study linked to developing a culture of leadership, implementing leadership strategy and creating new leadership roles.

Theme 3: Faculty Development Advancing the Community Endeavor

In terms of faculty development practices advancing the community endeavor, the similarities and differences across the three participant schools were presented in Table 5.

Table 5*Cross-Case Thematic Analysis for Theme 3*

School A	School B	School C	Characteristics
Composition of teachers: Heterogenous in terms of ethnicity, religion and employment status	Composition of teachers: Heterogenous in terms of ethnicity, religion and employment status	Composition of teachers: Heterogenous in terms of ethnicity and employment status Homogenous in terms of religion (double majors: pastor and teacher)	Culture focused
Open-door policy: Leader	Orientation: As one family, one system		
With emphasis on Chinese Languages (Mandarin, Fookien)	With emphasis on international linkages and collaboration *w/ strong emphasis on Chinese Language and Arts	With emphasis on Chinese Language (Mandarin)	
Technology-focused		Teaching is a calling Serving God	
Collaborative Planning	Collaborative Planning	Collaborative Planning	Organized Collegial Collaborative Cooperative
Team	Team	Team	
Input from teachers	Input from teachers	Input from teachers	
Collaborative learner	Collaborative learner	Collaborative learner	Collegial Collaborative Cooperative Involved
Informal PLC Collegial sharing	Collegial sharing	Established group Collegial sharing	
Institutional Support	Institutional Support	Institutional Support	
Financial support, non-monetary resources, support from leaders & colleagues	Financial support, non-monetary resources, support from leaders & colleagues	Financial support, non-monetary resources, support from leaders & colleagues	Supportive Nurturing Benevolent

FD mirrors culture of the school (*Culture focused*)

This study validates the statement that every school has its own culture and it does influence professional development in certain institution. Sullivan (2010) further stated that teachers' attitude on professional development planning is influenced by school culture. The brief description of culture in the respective schools were given as follows.

The composition of teachers in School A is mostly tenured and seasoned teachers for both English and Chinese Faculty as there is a low turnover of teachers. In terms of religion, it is heterogenous ranging from Buddhists, Christian, Catholic and other church denomination. The school offers English curriculum and Chinese curriculum with emphasis on Chinese Languages like Mandarin and Fookien. The trainings given to teachers are more technology focused due to the integration of iPad learning in the curriculum. And open-door policy is adhered to by the school head to ensure open communication to teachers. As stated,

“So, you have to grow and talk to your teachers, but you have to be the model, you should be the one to lead. You should be the one who imparted. So, that is another purpose of training. Not all trainings are formal, our daily life is training, experiences every day is training for teacher.” (SHA-TH3a-1)

School B, on the other hand has a mixed of tenured, probationary and seasoned teachers nearing toward retirement for both English and Chinese Faculty. However, in Chinese department some teachers are retired with extended service to the school at present. The Chinese curriculum offered focuses on Language (Mandarin) and Arts. In

terms of religion, the schools prefer to hire Christian teachers but also accept non-Christian teachers and see this as an opportunity to share the Gospel. As stated,

“So, the necessity or importance of every Bible study comes in, we also shared the gospel to our faculty and staff. We also see the opportunity to share the gospel and lead our faculty and staff to Christ so and not in a sense to discriminate other applicants but on the onset, we are telling the applicants that we are a Christian school and then this is what we believe. And this is what we also do so in a way there is like informed consent.” (T3B-TH3a)

Moreover, the school leadership emphasized the “we are one family” mindset and takes pride in having international linkages. To quote:

“...that we are family, if one falls down, everybody is affected and so all is involved in the process, cooperation and teamwork is expected from everyone.” (T3B-TH3a-2)

“The strength of our FD is we can attend several seminars and conferences aside from our faculty development programs, then we are able to have international linkages, not only in China, we have also in Taiwan, also Singapore and in the US.” (SHB-TH3a)

Furthermore, in School C there is no or very little attrition of teachers. The composition of teachers is therefore mixed of probationary, tenured and seasoned teachers. The Chinese curriculum offered focuses on teaching Mandarin language emphasizing reading, writing, and speaking. The unique practice in this school is the homogenous composition of teachers in terms of religion and their credentials wherein added to being licensed as a teacher some are also pastors. When asked whether School C accepts Christian teachers only, she replied:

“Yes, that is one thing I don’t compromise, as I’ve said, you cannot give what you don’t have. How can you call it a Christian school if you are not a Christian, how can you share Jesus if you don’t know who Jesus is?” (SHC-TH3a-1)

She reiterated that School C is a Christian school so that is part of the vision and mission of the school, so no compromise on that area. She affirmed that it is a challenge but she explained:

“God has never failed me through all these years, I have not experienced the lack in teachers. God always provided. The number of teachers I mean, and never has God failed me yet. When I first became a principal, I have a lot of fears, I was so inadequate, I was very young. I was 29 when I was called to be a principal, I don’t know how but God said, I remember very well, like Moses in the burning bush. And God said, I call you. I see you through. I call you and enable you, you will ever be enough. And true enough, I have never been in lack in teachers.” (SHC-TH3c-1)

She added:

“I’m learning, I can’t say that I know everything. I cried about a lot of things; I cried a lot before the Lord but God provided.” (SHC-TH3c-2)

“So, indoctrination is very important. Maybe, it is our school culture, again let’s go back to our mission and vision and the calling. Why are you doing this? Why are you striving for excellence? Why are you striving for character? Who are you serving? Who are you satisfying? Who are you pleasing? These questions should be asked. You know, we always indoctrinate in them that you are serving one audience.” (SHC-TH3c-3)

She emphasized the concept of God’s calling as part of their indoctrination process. As stated,

“I will always go back to this very important principle everyone should understand the calling. The calling of God. Unless you understand the calling of God, even if you have impressive faculty development, they will not stay. If we really understood that they are being called they will give out their very own and their very best. I always emphasize on that. The calling...” (SHC-TH3c-4)

Renato Taguri quoted that, “School culture is affected by values, traditions, beliefs, history, myths, behavior and norms”. In the same manner, Drummond-Young et al. (2010) highlighted that individuals in the institution should have basic understanding of the organizational culture – how it functions, its institutional values, its institutional goals, and administrative policies even how faculty leaders are elected or appointed.

Collaborative planning for faculty development (*Organized, Collegial, Collaborative, Cooperative*)

With this theme, there is commonality among the cases in terms of collaborative planning. There is no specific office that oversees the management and implementation of the faculty development. But there is a team that plans and manages the FD program in school composed of principal, vice-principal, supervisors, coordinators and/or subject heads, it is done collaboratively. The practices involve: (1) regular meetings with the team members, (2) soliciting feedback from teachers, and (3) aligning institutional and departmental FD goals to complement with the overall vision and mission of the school.

To quote:

“So, I meet with them regularly. I needed my supervisors; they are the core academic and administrative team. And we sit down, “what are your plans?” Okay this is the greater plan, bigger plan, now how do we now,

journey, to be able to achieve this big plan. So, we planned and talked about it. We really need to align and complement our programs. We do not do things separately. So, I always remind them we are not building our own empires, we are building the empire of God, so we need to work together.” (SHC-TH3b)

“Ahh. It's a collaboration of the academic heads, vice-principal for academic, vice-principal for admin and then the supervisors. The HR also give input.” (SHB-TH3b)

School Head C emphasized that departmental trainings are necessary because of the age characteristics of the clientele. Teachers of Junior High teaches students differently from the way a Preschool teacher conducts her teaching that is why sometimes there must be faculty development catering to the needs of the preschoolers, middle students or junior high students. In this respect, there is differentiation because of the clientele but the mission and vision should be the same. In this way, there will be no shortchanging of departments, no comparison and most of all everyone is privy to what is happening in the school. To quote:

“And we all know about this because during the supervisor’s meeting they talked about their plans so we can see the alignment clearly. We can see each department is not working on their own. So, everyone is privy to what goes on in Junior High, what will be the activities for Preschool, in Primary, and so on. So, there will be no short changing of department, no comparison also.” (SHC-TH3b-2)

“Why those supervisors are working so hard, this supervisor not, so we do not have that. So, all department, all supervisor, we offer the same thing. So, no comparison. The teachers will not compare also, why we do it this way, why are we doing so many things, why you do that only, it is easier in your team than mine, we are doing great things, unlike you, things like that.” (SHC-TH3b-3)

In terms of soliciting inputs from teachers, it is channeled through the coordinators or supervisors. But the practice in School A is to run a survey, as stated:

“So, what we did is to run a survey on what we want to be prioritized in terms of what kind of training we want to do, so, they enumerate it, what they want and why they want it, why they want that kind of training.” (L1A-TH3b-1)

“Whatever they have been decided that will be the focus of the training for the next school year. Plan of school head including the, we call it supervisors or academic head, in Chinese school, right? So, in a way, they plan, then some teachers also suggest, the academic heads, also the subject coordinator recommend.” (T4B-TH3b)

Therefore, the characteristics of collaborative planning practices across all the cases are organized, collegial, collaborative, and cooperative. Collaborative planning is crucial so that everybody must have clear understanding of their purpose. Capili-Balbalin (2017) explained that clarifying the school’s vision and mission will help the members articulate the steps they need to take to fulfil their purpose and move their organization in the direction they want to go. In the same manner, Bangcaya & Alejandro (2015) concluded that the advancement of the school and the delivery of the program depend on the concerted efforts of the all the stakeholders in schools.

Teacher as collaborative learner (*Collegial, Collaborative, Cooperative*)

Across all the cases, the data showed that collaborative learning and collegial sharing is a practice among all the participants. It includes practices like: (1) curriculum

mapping or review; (2) planning for the lessons; (3) preparation of instructional materials; (4) alignment of activities and lessons across all levels in subjects like ICT, Physical Education, Arts and Music; (5) creating repository for rubrics for performance tasks given; or (6) integrating/collaborating performance tasks with other subjects. In order for teachers to become collaborative learner, the leaders need to model or create an environment that promotes collegial sharing.

“I have talked to a lot of teachers, inside and out of the country so I will learn, that’s why when I talk to teachers, I can share something.” (SHA-TH3c)

“So, we have onboarding, in-service training, and during that year, we have what we call P. L. C. or Professional Learning Community. So, we plan out the calendar, the activities for the whole year, it’s just monthly. So, we have once a month faculty development meeting, Wednesday next week, we have our PLC.” (L1A-TH3c)

In terms of curriculum mapping and lesson planning, it is imperative to make plan with the goal of transfer of learning in mind as stated,

“Of course, it is for high academic achievement but there should be transfer of learning, students can apply what they learn in specific situations, not only acquire knowledge-based learning.” (T5C-TH3c-1)

So, what we do is, well, uhhm, make the curriculum policies and then design instructional lessons and whatever programs related to teaching and curriculum and then we do coaching.” (L1A-TH3c-1)

In planning, teachers also align the lessons and activities to the contexts of the school to make it relevant. The subject teachers, subject heads, level coordinators and supervisor sit down together to plan to integrate practical life skills in the lessons. For example:

“Araling Panlipunan is mostly in Filipino but in the school, it is taught in English so teachers create modules. In Grade 1 lesson on introducing yourself, they did not tell you why you need to introduce yourself or when should you do it and when you should not, so we included in the module ‘stranger danger’. So, we have to teach the kids why do they have to say their personal information to anyone, should you do that? Or not? So, we have to let them think. So, we created stranger danger videos for kids and then ask question like when should you tell and when you should not, when should you run and when should you shout, things like that.” (T5C-TH3c-2)

Teacher 5 from School C also added that one benefit of creating a module is to align the lessons in the context of the school and break the stereotype. For example, in the lesson about community:

“It’s about rural community and it is so stereotype telling the students through the books that in rural community, common occupation is farming etc. But these kids that we have are from affluent families, from the business families. So, what we did we design performance task like... If you were given a chance to have a piece of land in Tagaytay, what do you want to build? It is one way of leading them to think out of the box.” (T5C-TH3c-3)

Collaborative planning is time consuming. Therefore, school leaders need to communicate an understanding of pressure and time demands on teachers to be able to help create a learning culture characterized as collegial, cooperative and collaborative. If it is integrated with culture, teacher expressed it as:

“As for me professionally, I will just go on with that since I’m used to the environment I have in here.” (T6C-TH3c)

In addition, collaborative learning is identified as the main strategy for professional growth in school systems in the USA and teacher collaboration is mandated in various state

policies (Wei et al., 2010 in Capili-Balbalin, 2017) because the relationships between and among the school heads, teachers, and students are found to greatly influence the learning outcomes of the students.

In terms of collaborative learning, it is a common assumption that when teachers strive to be effective in helping students learn, they also help themselves become effective learner because they are engaged in a community of continuous learning. Concurrently, when school leaders and teachers collaborate to improve instructional practice, they are supporting student learning (Capili-Balbalin, 2017).

Institutional support for faculty development (*Supportive, Nurturing, Benevolent*)

The responses among the cases revealed that institutional support is available in the three Filipino-Chinese schools under this study. However, the range and magnitude of support varies from institution to institution. Parallel provision is given including: (1) financial support, (2) non-monetary support, and (3) support from leaders and colleagues. Financial support covers scholarship grants and study loan for graduate studies, registration fee and allowance for attending seminars and workshops, and subscription fee for apps like Pear Deck, Kahoot! or even zoom. Other support that is not monetary in form involves the use of school resources for researching and accomplishing tasks for graduate school like printing and photocopying. Other support includes:

*“There are webinars/seminars that we are encouraged to always be present, to always try to attend, because they are giving incentives to us.”
(T4B-TH3d-1)*

When it comes to support from leaders and colleagues, the respondents focus on the recommendation and urging by their leaders and colleagues to pursue further studies. Some of the practices related to this are as follows:

“Using the school materials, the school time, and even the computer, etc., these are adjustments we also give to those who are studying.” (SHC-TH3d-3)

“And then they can ask us, those who finished already, they can interview us, they can ask, can you please check my papers. Sometimes for defense, if they will have defense sometimes, we sit as mock panel, so we bombard them with question to be ready for it in the university, like that. Those are the supports we give that are not material or monetary. And then, we celebrate, if they pass, we celebrate with them.” (SHC-TH3d-4)

Overall, the three Filipino-Chinese schools in this study were characterized as supportive, nurturing, and benevolent. Bangcaya & Alejandro (2015) concluded that the higher the administrative support the teachers receive, the more committed they are, and the better is their teaching performance. This also reinforces the present finding that support of the school administration, particularly the school principal and heads of the teachers must be enhanced.

Rebecca Hidalgo also quoted that, “When teachers perceive lack of support for their work, they are not motivated to do their best in the classroom and that when teachers are not satisfied with their working conditions, they are likely to change schools or leave the teaching profession altogether.”

Theme 4: Faculty Development Bearing the Responsibility of Individual Teacher and the School

In terms of faculty development practices bearing the responsibility of individual teacher and the school, the similarities and differences across the three participant schools were presented in Table 6.

Table 6

Cross-Case Thematic analysis of Theme 4

School A	School B	School C	Characteristics
Lifelong learning	Lifelong learning	Lifelong Learning	
Self-directed learners	Self-directed learners	Self-directed learners	Continual improvement
Passion to teach	Passion to teach	Passion to teach	
Ongoing learning	Ongoing learning	Continuous learning	
Upgrade skills	Update skills	Update skills	
Digital Migrants	Digital Migrants	Digital Migrants	
Technology focused	Keep up with the trends	Keep up with the trends	Progressive Innovative Adaptable
Continue to improve oneself	Improve oneself	Improve oneself	
School as Provider of FD	School as Provider of FD	School as Provider of FD	
Depends on financial authority (school)	With budget allocations	With full support from school board and budget allocations	Responsible Accountable
Provide schoolwide and departmental FD	Provide schoolwide and departmental FD	Provide schoolwide and departmental FD	

Teacher as a lifelong learner (*Continual Improvement*)

Among all the cases, the participants perceive that teachers are lifelong learners because they demonstrate the tendency to be self-directed individual, they have passion to teach, they engage in continuous learning, and update their skills. They asserted that teachers have to improve themselves in order to be effective in their craft as teachers due to the following reasons: (1) the content of the lessons are changing, (2) the way we deal with students has to change, and (3) what is happening right now with emerging technologies.

Seeking for continual improvement is a responsibility for both the teachers and the institution as stated,

“But if you equip the teachers very well, empower them, provided for them, they grow, the students grow, eventually the school will grow, the institution will grow. But the growth definitely should start from the teachers.” (SHC-Th4a-2)

Education evolves so fast that techniques, skills and technologies become obsolete within five years. It is therefore a necessity for teachers to have an attitude of a lifelong learner. As Jao (2013) stated, teachers must “refine and redefine” their views, assumptions and practices about teaching through professional development. It helps them incorporate new tools and strategies into the learning process to boost their students’ learning development.

Teacher became digital migrants (*Progressive, Innovative, Adaptable*)

Most often than not, teachers got so overwhelmed with classroom responsibilities and other institutional requirements that faculty development take a backseat in their professional lives. But in the current high-tech, global and instant-message culture, teachers are driven to enhance themselves to keep up with the trends. With the migration to online learning, they were pushed to become digital migrants.

In this study, the teachers showed that they are progressive, innovative and adaptable when the situation required them to be. As first-time online teachers, they were able to navigate and find ways to deliver their instruction in online mode. This was made possible through the trainings given by the school, the webinars they attended, the support extended by the institution so they were able to deliver online teaching. In terms of training, these schools began migrating to online teaching the last quarter of the previous school year, therefore:

“We got tired from attending webinar and virtual training since March, April, and May because of the online teaching.” (SHC-TH4b)

“So, I research on the flipped classroom idea plus I explored for entire school year how to use google classroom, google meet, and how to use it in my teaching personally even prior to pandemic.” (T3B-TH4b)

Teachers had prior experience in face-to-face group classes before becoming involved in developing online learning activities, which occurred out of necessity to provide continuous learning opportunities for students amidst the covid-19 situation. Even prior to the pandemic, Hero (2019) suggested that faculty development program can

support teachers in technology integration. FD can help teachers navigate on a computer software as a tool for information sharing or use social media to build a strong communication to students, parents, and stakeholders. However, at present, use and integration of ICT in teaching must be included in FD initiatives of any schools.

School as Provider of FD (*Responsible, Accountable*)

Similarly, the schools in this study provide institutional and departmental FD aligned to their school's vision and mission. This is dependent on the clientele and needs of teachers in each department. But the differences in the practices among all the cases stems from the attitude of school leaders or school board toward faculty development. It demonstrates the need to: (1) get the buy-in of the school board, (2) consider teachers as key factors in school, and to (3) invest in teachers.

In School A, budget allocation depends on the financial authority of the school and the teachers. The teachers can pursue graduate studies or attend outside seminars on their own expense if the school did not recommend them to go. The recommendation is given by the school head. However, when it comes to infrastructure and facilities needed by the school to complement the training and programs adopted by the school, the institution will provide. To quote:

“Usually, in terms of external trainings, the one to choose what kind of seminars or trainings I’m the one referring, when and what to attend.”
(SHA-TH4c)

“So much, invested with the hardware and the software and the...tapping a lot of experts and consultants, trainings, sophisticated tools and technology we all have that in our school.” (T2A-TH4d)

In School B, financial support is provided but it depends on the tenure of teachers or the number of years in service to the school. It also depends on the approval and recommendation of the coordinators and supervisors. The school head gives the approval.

To quote:

“Depending on your tenure how much financial support is given but more or less the school is gracious in terms of training support.” (T3B-TH4c)

In School C, the school board fully supports the faculty development initiatives lay down by the principal and planned out by her team. It is for this reason that FD program in the institution is very intentional. To quote:

“You know because we believe that the key factors of the school are the teachers. Okay, the key factors are the teachers the board has to really buy in that idea.” (SHC-TH4c)

“I am really grateful to have a very supportive school board of trustees. That is one of my blessings, the school board is very, very supportive. (SHC-TH4d-2)

Faculty development practices in the three Filipino-Chinese schools indicated that: (1) it is geared toward institutional excellence, (2) it synergizes the development of leaders, (3) it advances community endeavor, and (4) it bears the responsibility of individual teachers and school. To achieve institutional excellence, FD program should be balanced

or holistic; vision driven; growth oriented and productive; and reward oriented. As argued earlier, gearing for institutional excellence has student learning as the end in mind. Student learning must be the very essence of FD, this fundamental reason why schools exist must also be the fundamental responsibility of the teachers within the school.

In terms of synergizing the development of leaders, FD program should be influence-driven; relationship- oriented and transformative; and people and task oriented. To advance FD as a community endeavor, it should be characterized as culture focused; organized, collegial, collaborative and cooperative; and supportive, nurturing and benevolent. Lastly, FD bears the responsibility of individual teacher and the school when it characterized continual improvement; progressive, innovative and adaptable; and responsible and accountable.

The following sub-themes found commonality from the 4 grouped-cases per school: (1) FD as holistic, (2) FD is aligned to vision and mission of the school, (3) FD leads to credentialed and excellent teachers, (4) FD is tied to performance appraisal, (5) it develops leadership culture, (6) it implements leadership strategy, (7) it creates new leadership lanes, (8) collaborative planning for FD, (9) teacher as collaborative learner, (10) institutional support, (11) teacher as lifelong learner, and (12) teachers as digital migrants.

Only two sub-themes were found to be inherently different in terms of how it is done across the cases. These are: (1) FD mirrors the school culture and (2) school as provider of FD.

2. What are the challenges in the management of faculty development programs in Filipino-Chinese schools? How are these challenges being addressed?

CHALLENGES TO FACULTY DEVELOPMENT

Table 7 shows the summary of themes that emerged as issues and concerns in the implementation of faculty development in the participants' school and the solutions used to address them.

Table 7

Summary of Challenges and Solutions in Implementing Faculty Development

Challenges	Solutions
Barrier #1: Mindset of teachers	○ Giving of incentives ○ Substitution system with compensation ○ Soliciting inputs from teachers ○ Flexible working arrangement ○ Indoctrination ○ Solomon Effect – mentoring style
Barrier #2: Institutional Support	○ Pointing system tied to performance appraisal and salary increase ○ Financial assistance/Loans ○ Customized/Personalized FD
Barrier #3: Technological Concerns	○ Upgrade technological infrastructure in school ○ Internet subsidy ○ Schools' Class Disruption Plan ○ Technology-focused trainings or self-directed learning
Barrier #4: Pedagogical Obstacles	○ Trainings on technology integration in teaching (fully online or hybrid) ○ Use of apps in teaching and communication ○ Teachers either resign or in furlough ○ Coaching
Barrier #5: Social Issues	○ Performance appraisal system with clear performance indicator and marking scheme tied to succession planning ○ Include equipping parents – role as co-educator at home

PART 1: DESCRIPTION OF COMMON THEMES AMONG THE CASES

Even the most prestigious and renowned educational institution faced difficulties in the aspect of faculty development. It comes in various form starting from conceptualization to implementation because there is social dynamics, it involves diverse group of people.

This study revealed the following themes from the common issues and concerns experienced by the participants:

Barrier #1: Mindset of teachers

Mindset is the established set of attitudes held by a person and reflected in his/her behavior. In the context of this study, it becomes a hindrance because it impedes the teacher's ability and desire to improve.

Some teachers saw faculty development programs as another burden on their already full-packed schedule of activities and instructional related tasks or workload in school, a waste of time, a delay in meeting their deadlines instead of seeing it as an opportunity to learn and grow their skills. Some behaviors manifested are the following: inattentiveness, sleeping or scrolling Facebook account during the seminar, or checking test papers during Bible study.

“Kasi yung ibang teachers, fixed mindset, ‘eh di ako marunong’ ‘ay galing nito, ay mahirap to’ di mo pa nga nai-start mahirap na.” (SHA-BA1)

(Because other teachers, fixed mindset, ‘ah I don’t know’ ‘ah this is good, ah this is hard. It is hard even not starting it yet. - SHA-BA1)

“When it comes to faculty development, challenges would be, I think it boils down to the attitude of the teachers, those are... individual factors.” (L1A-BA1-1)

In other cases, family responsibility and employment status deter teachers to seek growth opportunities because they feel secured in their job.

“I think kasi most of our teachers here are seasoned teachers, and their goal is not to pursue studies parang nanay nalang ako, parang but they're not thinking of parang updating or upgrading themselves, kasi most of the teachers that we have are seasoned teachers. Parang ganun.” (T2A-BA1)

(I think it’s because most of our teachers here are seasoned teachers, and their goal is not to pursue studies instead focus on their responsibility as a mother, it’s like they’re not thinking of updating or upgrading themselves, ‘coz most of the teachers that we have are seasoned teachers. Like that. - T2A-BA1)

“They know better because they are doing it for years or they have been there for more decades than us. The number one issue is resistance to change.” (SHB-BA1)

Others simply do not want to get out of their comfort zone. To quote:

“But the problem is...the teacher will stay with the same traditional way of doing things. There is no innovation anymore, it's the same old thing. This is how I do this and this is forever I will do this. Until I die...” (T4B-BA1-1)

“Meaning, there are teachers who are just content that they are teachers, that they are earning their salary monthly, they are not, they don’t want to

be part of the leadership, so they are just trying to finish their stay in school to stay up to 20 years” (T4B-BA1-2)

Due to pandemic and the work from home arrangement, teachers face a paradigm shift in the way they prepare their lessons and instructional materials. The participants perceive that teachers at present would give everything to have rest.

“Yeah, because teachers at this time are tired, they are exhausted. Well, I can relate with them, because I have classes. After one, two, three periods of talking or teaching online, I’m really tired, then there is still a meeting to attend to, you would understand they would give professional development to rest.” (L1A-BA1)

“Usually, our faculty development program is scheduled on a weekend so, meaning if we are to attend that it will be like 6 days of working somehow, they’re thinking it’s working, we also need some rest because online teaching was really so stressful. And that’s one of the reasons people like to have their rest.” (T6C-BA1)

In other cases, there is also resistance from teachers but it is more pronounced among teachers in the Chinese Language and Arts Department. The school heads somehow related it to the fact that there is shortage of Chinese language teachers. This is generally true to all Filipino-Chinese schools because teaching is not an attractive career option for Filipino-Chinese descent. This leads teachers to think that they are entitled to some privileges by refusing to do things that they do not want to do, imbibed from long years of practice. To quote:

“Kasi dati kung ayaw nila, yung head eh oh sige wala lang wag na nating pasalihin ganun. Baka magkaconflict ako. Which should not be happening naman.” (SHB-BA1)

(Before when the teachers do not want something, the leader will just say, ‘ok, fine don’t do it, don’t ask them to join, so, there will be no conflict. This should not be happening. - SHB-BA1)

However, this scenario is implying a two-way street: attitude of teachers and disposition of leaders. In addition, the relevance of the topic of the faculty development or training given to teachers are also a factor on their attitude toward the activity.

“If...I think it's not relevant and it will not be helpful with how I teach, how I present myself to my students. The interest is not there.” (L3C-BA1)

“I don’t know if there is really specific goal or goals, it’s not in my position as well to tell but then of course as a teacher sometimes I don’t see the relevance. When I enjoyed the program, so it’s good, and it will make you think that it happened to make you feel better...like that. And sometimes it become dependent on how you felt during the program and how the speaker made you feel during the program.” (L2B-BA1-1)

This is supported by Bissonnette & Caprino (2014), if there is lack of teacher-centeredness teachers find FD program irrelevant to their needs and interests. On the other hand, lack of interest among teachers in innovative ideas and fear of change are also related to their mindset. As Van de Klink et al (2014) emphasized, FD is not just about learning but also involves unlearning and challenging one’s own beliefs and views which demands that teachers leave their comfort zone.

Barrier #2: Institutional Support

Support from the school can be emotional, physical, financial, academic, or spiritual and these influences the success or failure of the teaching-learning process. Absence or deficiency in terms of support affects all demographics of teachers and students and bars them from achieving educational success.

John Maxwell quoted, “Change is inevitable. Growth is optional.”

This aptly described the challenges experienced by the participants in terms of financial support in the implementation of faculty development program. First and foremost, funding is a big challenge, everything requires money. This will be aggravated if the school board or school administrators are quite hesitant to invest in teachers as articulated by the participants based on the following:

“That's why, the management is not actually giving so much probably because they are not expecting the new hire or you to stay.” (T4B-BA2)

“Ma'am, on admin part, you see that the financial support is limited, if you are going to study, the amount provided is not enough.” (T1A-BA2-2)

One of the weaknesses of the institutions' faculty development program is the financial authority of both the teacher and the institution. Realistically, not all teachers will be sent to outside trainings especially if the fee is expensive and some teachers cannot afford it or can't be asked to pay on their own. And contrary to speculations of many,

teachers' salary in a Filipino-Chinese school is not that significant as attested by the following responses.

"If it is cheaper, they give, for example it's about 2000 or 1000 pesos, they will give, they will share the expenses for us like the seminar fee if we will attend. It's okay for the school to give that and then also the transportation fare or they will send our school van like that. But when it comes to higher, higher expenses, the school is very apprehensive in sharing that, in doing that." (T4B-BA2-3)

"Of course, the benefits, we have to be honest that locally, the school can only offer or provide particular set of benefits that would not rival the opportunities either in international schools or outside of the country, so some faculty leave the school. (T3B-BA2).

In terms of support from leaders, it is also ironic that the school leaders encourage teachers to pursue graduate studies and yet there is no mechanism for flexible working hours. In the same way, if you will not attend mandatory faculty development activities your performance appraisal will be affected. As a whole, full support is not felt by the respondents.

"Mostly, graduate school have classes on a Saturday, right? Then, if you will not attend the training scheduled on a Saturday, it is considered absent, with salary deduction, if you consider the need, need of parents, for them to survive, they like to attend the faculty development training rather than study. Anyway, they will not be able to complete their studies due to absences in class." (T2B-BA2-1)

" If the management is doing the or mandating the faculty development you have to go to that seminar or you have to go to that program or else your Q.S.F will be affected." (L2C-BA2)

Recognition is one of the best rewards a teacher can receive. Therefore, there is a need to recognize the success or even the effort of our teachers.

“For example, in my case, I was given an opportunity to be the academic coordinator temporarily when my supervisor got maternity leave. At the end I am thankful for the chance but then at the end of the day I feel sad like I did nothing...even saying thank you, none, I did not hear any feedback...so it is, it is a factor.” (L2B-BA2-1)

“And then...due recognition, not because we want recognition but because it helps us to reconsider our position as a teacher. Because sometimes we also feel demotivated.” (T4B-BA2-2)

In support to this, several research studies also identify similar factors that impede professional development positively such as too much workload of teachers which is link to lack of time, lack of resources, and a working climate that lacks both provision, support and incentives for professional development (De Jong et al., 2019; Bissonnette & Caprino, 2014; Bishop, 2016).

Barrier #3: Technological Concerns

The global pandemic brought by COVID-19 significantly affected the educational system. Social distancing was adopted around the world and schools remain close to contain the spread of the virus which highlighted the issue of learning continuity for students across all levels. Certainly, technology is the only solution or support in this

regard. Therefore, migration to online learning was implemented in many schools. Several schools spend millions to install sophisticated technology infrastructure and learning management systems, Filipino-Chinese schools are no exception.

However, online learning was beset with concerns from various fronts. The two major concerns voiced by the respondents are as follows: (1) access to infrastructure such as technological devices, (2) access to stable internet connection, and (3) disruption due to power outage. These concerns affected teachers as stated:

“Because teachers do their work in school, it was not a priority to have a fast internet at home, there are computer labs in school that we can use, in faculty room there is also computer to use, so it was not a concern prior to pandemic for teachers to have their own laptop” (T3B-BA3)

“Yeah, and every day you got anxious if you will lose internet connection or there will be power outage while you are teaching. (L2B-BA3)

The demands for teachers to adopt online teaching and to equip themselves technologically made them rethink and consider their options, it leads to the following:

“Those who cannot adopt, resigned voluntarily. So, they were not fired, but they feel that they cannot do it. Although some of them are already retiree, the school just extended their services. At first, they tried to cope to the change since it began on the fourth quarter last school year due to coronavirus, at that time some teachers felt that it wouldn't be easy.” (SHB-BA3)

“Other teachers were put on furlough, instead of firing them due to their tenured position.” (T4B-BA3)

In terms of instruction and assessment, academic dishonesty became a buzzword. Teachers are in quandary whether to pass or fail students due to insufficient evidence of learning (non-submission of tasks) because students claimed poor internet connection. In terms of classroom management, teachers cannot ascertain if students have unstable internet connection when their camera was turned off. Admittedly, there are many loopholes but it is also a fact that we do not have a cutting-edge internet connectivity in the country. These issues are not exclusive to students alone but it also goes for teachers.

“And of course, number one issue is academic dishonesty so we really need to see to it our assessment, is not valid nor reliable, ‘iskul bukol’ this year.” (T5C-BA3)

Furthermore, the very nature of technology is that we only get to learn about it or how to use it only when we need it. Even some of the digital natives do not have inclination to use so much technology unless there is “felt need”. Then, they will be interested or have the drive to study it. In line with this, the school provided many virtual trainings and workshops to equip the teachers prior to school opening. However, the sporadic ‘connect-disconnect’ due to poor internet connection and mobility were reported to affect the transfer of learning of teachers.

“I think in the challenges due to the current situation, in relation to faculty development, somehow it limits, it limits the establishment of these programs, while I'm talking about in the, I mean in the context of the Philippine set up.” (L3C-BA3)

“We really learn when we have the hands-on training, like OJT, on the job training, we really learn, all of us.” (T4B-BA3-1)

Barrier #4: Pedagogical Obstacles

Most of the teachers at present are first-time online teachers. Though, others have integrated technology in teaching in the past, they are also first-time teachers in fully online mode of teaching. If we recall, COVID-19 restrictions were executed quickly causing a rapid shift in learning continuity for students and providing education for schools. On top of that, teachers respond to the circumstances without adequate time to plan for what lay ahead.

The most common answer from the teachers in this study in terms of pedagogical obstacles include: (1) lack of skills of teachers in using technology, (2) need for training and guidelines in virtual classroom management, (3) need for instructional materials in the form of interactive multimedia to engage and motivate students especially the passive learners, and (4) need for appropriate evaluation system or creation of authentic assessment.

“So, they thought online is this, open the computer, open this, you talk, teach and they listen, right? They don’t know how you do some etiquettes, how to attend classes, we require the kids to wear uniform, they have to sit properly, they have to open the camera to see their faces if they are around or not, they need to submit their assignments, if they encounter problems how they consult teacher, so there’s a lot of things. Teachers must model so they can handle the class management, virtual class management.” (SHA-BA4)

“Difficult, especially in my case, I’m teaching Kindergarten, the set-up is not really suitable. So, with us, we still do some movement, dance, we do some action, to make sure that it will be fun. Even though we are away, physically from each other.” (T6C-BA4-1)

Teacher 4 emphasized that schools should initiate the provision of trainings even though the teachers are mostly doing self-regulated learning when it comes to technology related concerns.

“Me, I’m not so good in technology before even though.” (T4B-BA4-2)

“Okay another one, when we deal with our technological expertise now as teachers, some of the teachers are really commenting that before they ask us to do this, they should teach us first, and not because of the collaboration among teachers, like faculty to faculty.” (T4B-BA4-3)

Another challenge in online teaching is the passive learners. Unengaged students attend classes, complete and submit tasks for the sake of compliance and to have grade; however, teachers cannot assess if they make connections of the lessons with previous concept or in real-world situations. With this, teachers need to craft online instruction that will capture the attention and turn passive observers to active participants. However, some teachers deliver their instruction in the same way they delivered it during F2F classes. The only difference is now it is being done online.

“Some teachers say, I will just share screen my PowerPoint presentations, why would I use online assessment tools, I will ask them to answer using Google docs.” (SHA-BA4-1)

“Trainings given are mostly focused on knowledge, pedagogies are being left behind. The topics are more about teaching, more on usage of Ipad inside the classroom, what are the different application that you need to use, things like that, not on strategies. No more on the pedagogy when to use technology. Applying the pedagogy.” (T2A-BA4)

Teachers felt that they need more trainings on pedagogy in relation to online teaching since it requires a pedagogy that involves the correct usage of online tools within a limited period of time. Due to the issues of “screen time” and “techno stress”, synchronous sessions can be very limited. To quote:

“The teacher should be given the knowledge especially in technological related concerns, because I don’t think we will go back on the previous set-up that we have, I think the technology, the online learning will become part of our system. We have proven that it could be good, if we use it appropriately.” (T4B-BA4-1)

“What I experience from online classes is that the transfer of learning is very difficult to, cannot really assess them properly.” (L3C-BA4)

Technology is a tool to support teaching and learning. But the content and pedagogy should be the basis for choosing any technology that a teacher will use in the classroom to enhance learning (Mishra & Kohler, 2006). The teachers know their content and pedagogy; therefore, trainings should help teachers to identify the best technology to support a particular pedagogical approach to support their students as they learn the content.

Barrier #5: Social Issues

Any condition or actions that has undesirable consequences for people that needs to be addressed can be described as social issues. The most inconspicuous social issues in Filipino-Chinese schools revealed in this study are the following: (1) school politics or factions, (2) favoritism, and (3) insignificant performance appraisal.

“Parang even if you are, if you have a lot of achievements pero if you are not a friend you know the person in a position hindi ka pa din. Politics, may politics talaga. even if dun sa mga ranking, yung giving grades to teacher, appraisal, kasi comparing, bakit mga ganyan, because that one it's just a friend, yung ganun so, wala sya. Wala syang clear point system, ranking ng teacher. So kahit ba tapos ka na, kahit ba doctor ka na, kung hindi ka trip wala.” (T2B-BA5-1)

(Even if you are, if you have a lot of achievements but if you are not a friend of the person in a position, then it has no bearing. Politics, there is politics, even in the ranking, grades given in appraisal, because there is comparing, why is it like that, because that one it's just a friend. So, there is no clear point system or ranking of teacher. So even if you finished MA or PhD already, it doesn't matter, no bearing. - T2B-BA5-1)

“We actually have issues now. Kasi there are also factions. They are saying they do not favor anybody, but kami we feel that may nafafavor. Kami naman sa ano namin, siges ok. But we still have to do everything that we can.” (T4B-BA5-2)

(We actually have issues now. Because there are also factions. They are saying they do not favor anybody, but we feel that there are some who are favored. We just shrugged it off, ok. But we still do everything that we need to do. - T4B-BA5-2)

From the responses, there is apparent need to have a clear succession planning tied to a fair and just performance appraisal system.

“Promotion should be clear and not because you know, because someone is your friend because someone is close to you, because come to think of it, it is basically part of how we are promoting someone, am I right? (T4B-BA5-1)

“They’re not showing us the result of our performance, wala, they did not give us the rating, di ba it's supposed to be given. So hindi namin alam, if we’re good this year or last year wala, we have no idea. I think it's for documentation, that's what I can see for documentation, it's not for another for the improvement of the teacher.” (T2B-BA5)

(They’re not showing us the result of our performance, they did not give us the rating, it's supposed to be given, right? So, we do not know, if we’re good this year or last year, we have no idea. I think it's for documentation, that's what I can see for documentation, it's not for another for the improvement of the teacher. - T2B-BA5)

Moreover, for all teachers, migration to online teaching equates challenges. Aside from the lack of conducive working space at home, teachers find it hard to set boundaries while juggling work related tasks, household chores and at times being a tutor to their children.

CHALLENGES TO FACULTY DEVELOPMENT

PART 2: CROSS-CASE THEMATIC ANALYSIS

Cross-case theme analysis describes the themes from the 4 grouped-cases per school which are categorized School A to C, and where similarities (common) and differences (exclusive) of challenges in management of faculty development practices are presented through tables.

In finding the similarities and differences among cases, the challenges are found to be common if it exists in two (2) or all schools and exclusive if it is only present in one (1) school.

Barrier #1: Mindset of teachers

Table 8 shows the summary of cross-case thematic analysis for mindset of teachers.

Table 8

Cross-Case Thematic Analysis for Barrier #1

Similarities (Common) *present in 2/3 schools	Differences (Exclusive) *present in 1 school
○ Attitude of teachers (Fixed vs Growth Mindset) ○ Resistance to change ○ Time element ○ FD as additional load ○ Family responsibility ○ Relevance of topic ○ Need time for rest ○ Willingness of teachers	○ Teachers are reluctant to give suggestions because they do not like to attend FD ○ Those who do not attend are stuck on doing same things over and over again, they are in comfort zone ○ Faculty members prefer to attend seminars or trainings with CPD units – renewal of license ○ Teachers need to attend FD otherwise their appraisal will be affected

With respect to mindset of teachers, the following were found to be common challenges in the three Filipino-Chinese schools: (1) attitude of teachers which is related to having fixed or growth mindset, (2) resistance to change, (3) time element in terms of managing their time or they perceived attending FD as time consuming or simply a waste of their time, (4) some teachers sees FD as additional load, (5) family responsibility, (6) relevance of the topic, (7) need time for rest, and (8) willingness of teachers.

Meanwhile, the following statements were found to be exclusive challenges of teachers and school heads in their respective schools. The school heads perceived that: (1) teachers are reluctant to give suggestions because they do not like to attend FD, (2) those who do not attend are stuck on doing same things over and over again, and (3) teachers are in their comfort zone. On the other hand, teachers prefer to attend seminars or trainings with CPD units for renewal of license and (2) teachers felt the need to attend FD otherwise their appraisal will be affected.

How are these challenges being addressed? With regard to mindset of teachers the following were implemented to motivate and encourage teachers to participate in FD program and activities. It includes: (1) giving of incentives like pointing system tied to performance appraisal and salary increase, (2) putting in place a substitution system with compensation, (3) soliciting inputs from teachers, and (4) flexible working arrangement. To quote:

“And then pointing system that motivated also, of course, all of us should be rewarded. So, pointing system is actually a very good thing.” (SHC-ACH)

“Maybe as an encouragement also to take the substitution. Although small amount only. We look forward to those additional compensation. In a way it helps teachers, the teacher helps other teacher, at the same time you are compensated to the help that you have provided.” (T3B-ACH)

On top of soliciting inputs from teacher, School Head C advocated the practice of flexible working arrangements for those pursuing further studies. To quote:

“Or soliciting some ideas from the teachers. Like, this is what we need. This is what we need as of now.” (L3C-ACH)

“We are very flexible also in time. Okay you have to really work; you have to go to school and our school ends at 4 o’clock. So, we give you a very flexible reporting time as long as you render for 40 hours a week.” (SHC-ACH-1)

In addition, some resistance or concerns with attitude of teachers were prevented to surface because at the onset teachers know what are expected of them. It was made clear from the orientation and the period termed as “indoctrination” by School Head C. However, there are some isolated cases as wherein teachers need constant guidance or mentoring especially as they become seasoned teachers. To quote School Head A,

“Kaya one time I give a talk, it’s about, it’s more on, ang tinitle ko is Solomon Effect, kasi parang si King Solomon di ba? At the earlier years ginamit nya wisdom nya di ba? Pero nung tumanda na sya nawala wisdom nya, so anong nangyari sa kanya? So ganun din ang teachers diba? “(SHA-ACH)

(One time I give a talk, it’s about Solomon Effect, like King Solomon, right? At the earlier years he used his wisdom but as he got older, instead of becoming wiser, he lost his wisdom along the way. So, what happened? At times it is the same with teachers. - SHA-ACH)

Guide the teachers with love and discipline. Use motivational stories or experiences, one example could be the Biblical concept of “Solomon Effect”. It refers to the Old Testament chapter of Proverbs which is ascribed to King Solomon as the wisest king who lost his wisdom by doing something, he knows is wrong. The Solomon Effect

cautions us to be reflective and be circumspect on doing a practice that has been proven as ineffective.

Barrier #2: Institutional Support

Table 9 shows the summary of cross-case thematic analysis for institutional support.

Table 9

Cross-Case Thematic Analysis for Barrier #2

Similarities (Common) *present in 2/3 schools	Differences (Exclusive) *present in 1 school
○ Composition of teachers ○ Financial support is limited ○ Heavy workload of teachers ○ Salary and benefits of teachers ○ No follow-up after evaluation of FD ○ Limited opportunity (not all are sent to outside trainings) ○ Conflict in schedule ○ Leaders' perception of FD ○ Frequency and consistency of the delivery of FD	○ In terms of departmental FD, other dep't is not privy to what is happening in other dep't ○ No recognition/appreciation given after accomplishing assigned task ○ FD implementation has become a tradition ○ Scheduling: no time to collaborate ○ School is hesitant to invest on teachers ○ Trainings/FD from abroad are not applicable to the school context due to limited resources or technology

The following factors were found to hinder the implementation of faculty development in the three Filipino-Chinese schools. First, the composition of teachers impacted the faculty development in terms of engaged and unengaged participants; tenured

teachers are more relaxed in their participation unlike the teachers who are still in probation. Second, financial support is limited because it depends on tenure or the number of years in service in school. To quote:

“There are qualifications to meet, or requirements to meet before we can support you.” (SHB-BA2)

Third, salary and benefits of teachers are not significant and at times it is not proportional to the heavy workload assigned to teachers.

“Ma’am, on admin part, you see that the financial support is limited, if you are going to study, the amount provided is not enough.” (T1A-BA2-2)

“Yung teachers nga they are doing their own initiative nalang to upgrade themselves to get another job, parang ganun, we’ve known by the other school kasi nga masyadong left behind yung salary namin compared to trainings, rigid trainings, that they provided us.” (T2A-BA2)

(Teachers are doing their own initiative to get another job, we’ve known by the other school because we are left behind in terms of salary compared to rigid trainings, that they provided us. - T2A-BA2)

Fourth, number of trainings is perceived limited by some teachers because not all are sent to outside trainings. Fifth, the consistency and frequency of FD delivery is affected by class suspensions. Most of the time, the schedule for FD is already plotted in the calendar of activities for the whole school year. However, due to class suspensions or disruptions the schedule is pushed back and at times coincide with other activities resulting

in conflict with other deadlines of institutional requirement like submission of grades, lesson plans or quarterly tests.

“We still have problems in implementation, because most of the time, very limited time, especially when we have cancellation of classes. For example, there is scheduled PLC, and they need to do this, they need to use this time, instead of PLC to work on their grades to finish it, we will have to.” (L1A-BA2-1)

Sixth, is the absence of follow-up after evaluation of FD activity. Lastly, is the leaders’ perception or attitude towards FD.

In terms of differences, school heads and teachers have different perspectives in terms of institutional support. School heads found out that trainings attended abroad are not applicable to the school context due to limited resources or technology. In addition, school heads perceive that the school is hesitant to invest on teachers since teachers can resign after you trained them or they finished their studies. Conversely, teachers felt that FD implementation has become a tradition, same activity and format is done repetitively. To quote:

“When I think about it, I feel that the program is executed to... Ok let’s just do this so we will have faculty development program.” (L2B-BA2-2)

“I think it's already established that's why they just have to do it. If I'm not mistaken it's already a tradition if I may say. Yes, it's the tradition that we have to do this... regardless of the current means, regardless of what’s really the need of the faculty.” (L3C-BA1-2)

Moreover, teachers perceived that there should be a fixed calendar for collaboration and hope that it will be incorporated in the teachers' work schedule. In terms of departmental FD, teachers from another department are not privy to what is happening in other department. On top of it all, there is lack of recognition or appreciation given after accomplishing assigned task.

With the challenges related to pandemic and the subsequent move to online teaching, there is commonality among all the cases how was it addressed in terms of providing institutional support. To quote:

"I think, one of the things that I like with the school is that the administration took the initiative to ask our faculty, if we're going online ano po yung mga concerns, issues and problems so from the admin and through our supervisors they conducted a survey sa mga problems since kadalasan naman po kasi sa faculty, hindi na sa school magtatrabaho, syempre hindi naman po priority ang fast internet dati tapos may mga computer labs naman po kami, sa faculty room, may computer din naman po so, hindi din po naging concern, or priority na magkaroon ng sariling laptop yung faculty, so also provide loan opportunities po to purchase their own laptop." (T3B-ACH-1)

(I think, one of the things that I like with the school is that the administration took the initiative to ask our faculty, if we're going online what are your concerns, issues and problems so from the admin and through our supervisors they conducted a survey on potential problems since faculty will work at home. Of course, it was not a priority before to have internet and laptop because it is provided in school. So, topmost concern is to have laptop and the school provided loan opportunities to purchase their own laptop. - T3B-ACH-1)

"Because of the online. So, the school allotted money for expenditure, quite big amount. To be able to help the teachers, deliver excellently. Okay, the lessons, so we provided seminars again." (SHC-ACH-2)

Surveys were conducted on teacher's capacity, ability, and resources to deliver online instruction. Likewise, technological resources e. g. available gadgets and internet of parents and students at home were surveyed to gauge the viability of complete migration to online learning. Then, teachers and parents were advised to have wired internet connection at home with a specific bandwidth and a gadget with certain specifications needed for online education.

Furthermore, loans were made available to teachers to purchase laptop, tablet and other accessories like headset, ring light, webcam among others. They were also consulted through different meetings of what will happen in the new normal. Online meetings and trainings were also conducted for parents and students progressively to inform them of the school's plan for the year, how online learning will be done, how learning materials will be accessed by students, and orient parents on their role during this school year in the schooling of their kids.

School Head A shared that to enhance the faculty development program, it should be customized. Every speaker, every organizer when they give trainings or talk it is always based on their standards and background or based on the results from their participants when doing research. Maybe the topic or content is applicable but each school has its own school culture, own organizational behavior, and own clientele. There is no such thing as absolute, similarity, yes, totally the same, none. FD can be designed this way, divide the teachers into two sets: fixed vs, growth minded. Basically, the department heads know the teacher and staff. So, you can design two sets of programs to be conducted with same

content but different approach. Likewise, it can be personalized or based on the teachers' need, practical and contextual. To quote Leaver 3 from School C:

“So, I think the direction of faculty development would depend on the need, the current need or the current situation in the country, that's one. It deals with the need and attitude of the learners, it goes with the what's going on in their environment, it has to be contextual and practical.”
(L3C-Fdir)

“Actually, as teacher di ba, lahat ng marunong sa classroom and lahat ng di marunong sa classroom, it will be easier to teach, kasi 2 different ways ganyan din yun, kung itetrain mo yung teacher mo, lahat ng growth mindset sa isang group, lahat ng fixed mindset sa isang group, at least customize na. The basic training is yan, yung approach magiging unique na magiging individual na.” (SHA-Fdir)

(Actually, as a teacher it would be easier to teach homogenous class: fast learner vs. struggling learner, right? In the same way, if you will train teachers the same way: fixed vs. growth minded teachers, it is already customized. The basic concept of the training is the same, but the approach will be unique and individualized. - SHA-Fdir)

Moreover, support of the school administration, particularly the school board, the school principal and the heads of teachers must be enhanced. As reported by Scholastics and Bill & Melinda Gates in 2012, teacher retention is directly related to the perceived collegial environment of a school.

Barrier #3: Technological Concerns

Table 10 shows the summary of cross-case thematic analysis for technological concerns.

Table 10

Cross-Case Thematic Analysis for Barrier #3

Similarities (Common) *present in 2/3 schools	Differences (Exclusive) *present in 1 school
○ Migration to online teaching ○ Unstable internet connection ○ Need for gadgets ○ Power outage	○ Online class set up is difficult

The technological concerns in this study are not exclusive to the three Filipino-Chinese schools, rather collectively it is a general weakness experienced by all educational institution due to migration to online teaching. Online teaching and work from home arrangement are the factors that cause a paradigm shift in the teachers' lives. It changes the way they prepare their lessons, create instructional materials, make assessment tools and give feedback to students and parents.

A year after the closure of schools and disruption of physical classes, the teachers were able to buy gadgets and accessories needed to deliver teaching online. However, unstable internet connection and unforeseen events like power outage present challenges to online teaching.

Relative to technological concerns in online teaching is the concern that online set-up is difficult. This concern is exclusive to Teacher 6 from School C who teaches Kindergarten, since she is dealing with young learners who are not yet adept in using gadgets and connecting to internet, she finds the circumstance very challenging. In addition, they really need to get the “buy-in” of parents so they will enroll their kids and provide needed assistance at home which is of utmost importance.

Likewise, there is commonality in addressing the challenges related to technological concerns. To quote:

“Since most teachers have internet already at home, we give support in other way like you do not have headset, the school will give. Your webcam is broken then you will be given one. If a teacher does not own a laptop, he/she can use the school laptop and bring it home. The school will you give all the support.” (SHA-ACH-1)

“Yeah. Internet allowance also for those who don't have internet connections so that they could put connection on their own to be used for their online teaching, since our set up is really online so we do live teaching to our students.” (T6C-ACH-1)

In view of the pandemic situation, the schools upgraded its system together with data protection, learning management system, and school website among others. The technology infrastructure was also evaluated and upgraded when necessary. Teachers were provided necessary trainings and gadgets to adapt to the new normal in education. Class disruption plan was established in cases of power outage, down internet connection and other scenarios in relation to cancellation of classes.

Consequently, the current online teaching requires teachers to be adept and take initiative in using technology and for faculty development program to be technology focused as expressed by Teacher 1 from School A,

“Focus tayo sa technology, papriority mo yung sa technology, wag ka muna sa content, sa technology ka muna. Kasi they know their content di ba? Pero if they do not know how to use technology or explore paano nila maprepresent yun sa students, considering na kunwari online pa din tayo, considering ang ating platform ng education natin so dapat si teacher mas madami na syang alam, kasi Ma’am ang magiging problema jan, mas magaling yung estudyante.” (T1A-Fdir)

(Focus on technology, prioritize training on technology, not so with content. Of course, they know their content, right? But if they do not know how to use technology or explore how can they present lessons to students, considering if we are still online, considering platform of education is through the use of technology, teachers should enhance their skills to be better because the problem will be students are better than teachers. - T1A-Fdir)

Salazar-Marquez (2017) explained that school administrators and teachers must have in mind that there is a strong link between the technical requirements demanded of students and the subject design because internet connectivity might affect the conduct of synchronous activities or real-time assessments. Although computer equipment like laptop is becoming affordable and comes with multimedia components such as speakers, a microphone and video camera, using these resources remains optional and depends on what is made available for students’ use by their parents. Therefore, when deciding for learning

activities, teachers should take into account the type of gadgets most of the students are using.

Barrier #4: Pedagogical Obstacles

Table 11 shows the summary of cross-case thematic analysis for pedagogical obstacles.

Table 11

Cross-Case Thematic Analysis for Barrier #4

Similarities (Common) *present in 2/3 schools	Differences (Exclusive) *present in 1 school
○ Migration to online teaching	—
○ Issues in online class	—
(communication to parents and	—
students, classroom management,	—
transfer of learning, academic	
dishonesty, screen time)	
○ Teachers' ability to adapt in online	
teaching	
○ Limited training on pedagogy	

Among all the cases, the pedagogical obstacles were found to be: (1) migration to online teaching; (2) issues in online teaching such as virtual classroom management, transfer of learning, academic dishonesty, screen time, and communication to students and parents; (3) teachers' ability to adapt in online teaching; and (4) limited training on pedagogy.

Aside from the technical skills needed to facilitate online teaching, teachers need to learn different apps and platforms to deliver instruction, communicate with parents and students and accomplished administrative tasks related to teaching. Teachers need to navigate learning management system and other platforms so they can guide their students to access information or learning materials. They also need to be well-versed in using various messaging apps to communicate with diverse learners and parents who are in different parts of the country or continent. Some of these apps include Viber, WeChat, Voov App, Gmail, or FB messenger among others.

School leaders and teachers agreed that trainings given to facilitate online teaching is still limited especially in terms of pedagogy. Most of the trainings given focuses on basic things to get by in teaching online like navigating the learning management system, using web conferencing tool and creating online instructional materials integrated with apps. More trainings are needed to address the issues that arises from online teaching like giving authentic assessment to address academic dishonesty, transfer of learning, and virtual classroom management. At the same time, teachers should be trained on proper etiquette in online communication and being mindful of the students' screen time.

In view of these challenges related to pedagogical obstacles, there is commonality among all the cases how was it addressed. To quote:

“And, it's a continuous and so after opening specially in COVID lockdown, online, so, teachers are bombarded with trainings or faculty development from different organization.” (SHB—ACH)

Teachers were provided necessary trainings to adapt to the new normal in education. Prior to the school opening, they were given enough time to prepare and then a teaching demonstration were held to assess the readiness of the teachers, critiquing was given to improve the lessons and supervisors gave input via instructional coaching. Coaching is a good way to address instructional concerns in online teaching. To quote:

“So, you don't want that to add to the latest situation, it makes their lives more difficult by pushing too much on this, you can do coaching that would help them a lot. It would be important so, I highly recommend, that's a person-to-person coaching, when we do coaching.” (L1A-ACH-2)

Admittedly, some teachers were not able to adapt in online teaching so some of them opted to resign on their own free will while others were on furlough for a year.

Unanimously, the school heads predict that even without the pandemic already, online teaching will be part of the educational system such as blended or hybrid learning. According to surveys done in their schools, currently some students and parents prefer online over face-to-face classes, more so if vaccine will not be available for the students. This pandemic has proven that online education is possible, therefore it will not go away. With this in mind, school leaders should design programs based on this and prepares teachers in that scenario. To quote:

“More or less assignments, learning materials and performance task will be posted and submitted online through google classroom or other learning management system in place. And most likely, use of app and other e-media will be incorporated in accomplishing the task.” (T4B-Fdir)

Another area of importance is to train teachers to promote virtual classroom management and establish etiquette in online class such as wearing of school uniform, class routines, and class disruption plan. This is in a way to create mindset that we are doing the same thing, same routines but the setting has changed. Instead of a physical school building it is just done virtually. Otherwise, they will make it special and feel that they have exceptions of some kind. This goes for teachers, too. For example, School Head A asked the teachers to time in and time out every day even though they are working from home.

The participants also perceive that trainings should be directed towards improvement of teachers' skills in terms of how to deal with the children through this online set up, specific strategies or ways on how to use some technologies or applications that will help in the teaching, proper usage of apps and other online portal to complement the curriculum of the school, and how to create authentic assessment. To quote:

“So, it should be authentic assessment, we need to do something more on the why’s and the how’s.” (T5C-Fdir)

“Yeah, actually, if we will not do assessment, it will look like we’re just guessing. On top of that, all things that we do during our synchronous teaching time and asynchronous are guided by parents. So, we are giving them instructions not to coach their children. Of course, we want to make it as authentic as possible.” (T6C-BA4-2)

Barrier #5: Social Issues

Table 12 shows the summary of cross-case thematic analysis for social issues.

Table 12

Cross-Case Thematic Analysis for Barrier #5

Similarities (Common) *present in 2/3 schools	Differences (Exclusive) *present in 1 school
○ School politics or factions	-
○ Favoritism	-
○ Insignificant performance appraisal	-
○ Parents' complaints	-
○ Online teaching is stressful	

In terms of social issues, cross case thematic analysis revealed that the following challenges are common among all cases: (1) school politics or factions, (2) favoritism, (3) insignificant performance appraisal, and (4) online teaching is stressful based on teachers' perspectives. Teachers perceive that some teachers are being favored because they are friends or close with certain school authority and not due to unbiased performance appraisal. To quote:

"...to have something like that in place, certain types of rating to show that promotion was not due to... because you know because someone is your friend because someone is close to you." (T4B-ACH)

In addition, online teaching is perceived to be stressful to teachers and intensified by the work from home arrangement wherein teachers found it hard to set boundaries in terms of working hours and workday.

On the other hand, schools head perceived parents' complaints as social issues. Generally, parent complaints stem from their dissatisfaction in the school system, to the

teachers' performance, or their kids' grade borne out of their feeling of entitlement because they are paying "expensive" tuition fees. To quote:

"Meron din naman pero hindi mag-aano sa faculty development because of it. Di naman maiiwasan kahit maayos yung pagtuturo mo, may mga tao lang talagang di satisfied. And they thought they are the one paying the teachers, kung ano yung gusto nila, like, yun mga problem namin sa parents. You give higher grades already, will still complain, it should be 100 percent." (SHB-BA5)

(There are also parents' complaint but not so much in regard of faculty development. It cannot be avoided naman that parents get dissatisfied. And they thought they are the one paying the teachers, what they want must be followed. You give higher grades already, will still complain, it should be 100 percent. - SHB-BA5)

Sometimes, a valid complaint become a good feed for instructional coaching to improve teachers' performance or in the event of "no improvement" after coaching and mentoring were given, the teacher will not be rehired the next year if still on probation. If the teacher is tenured then coaching will be intensified or he/she will be reassigned. However, there is a need to:

"Kasi, we need to verify, hindi lang tayo nakikinig sa parent, kahit papaano, babackupan mo si teacher sa harap ni parent, kasi hindi ka naman sure how true, so iveverify mo yun." (T1A-BA5)

(We need to verify, not only listen to parent, you will give back up to teachers in front of the parent, since you are not sure how true is the claim, so verify first. - T1A-BA5)

“So yeah, you have to act on it, of course yeah, if may mga kinalaman yung mga feedback, but that’s not the basis, you, as a coach, you have to go to the classroom to see what’s really going on. And then talk it out to the teacher.” (L1A-BA5)

(So yeah, you have to act on it, of course yeah, if feedback is relevant, but that’s not the basis, you, as a coach, you have to go to the classroom to see what’s really going on. And then talk it out to the teacher. - L1A-BA5)

In terms of the social issues, suggestions were found from the data on how it should be address which are as follows: (1) give recognition to teachers to motivate them and (2) establish a performance appraisal system with clear performance indicators and marking scheme. This is better if tied to promotion or succession plans to avoid the issue of favoritism and school politics.

Overall, with regard to future direction of faculty development, some ideas shared by the participants is to create a faculty development program that: (1) is customized or personalized, (2) is technology-focused, (3) will help prepare teachers in hybrid or blended learning, and (4) program that will equip parents as co-educators at home. To quote:

“I think it’s better if somehow it’s personalized. Personalized in a way that for example if this group of teachers struggle when it comes to classroom management then give them or choose a program where they will develop their classroom management skill...something like that.” (L2B-Fdir)

It was also suggested to design faculty development programs that will cover not only teachers but also parents and students. It is of paramount importance to include parents due to their crucial role in online education to be successful. To quote:

“Tatal parents are with students, right? Sila yung kasama sa bahay dapat somehow meron ding for them, this set program wherein they are equipped and talk to them other than PTC.” (L2B-Fdir-1)

(Parents are with students, right? They are with the students at home, somehow there should be trainings for them, this set program wherein they are equipped and talk to them other than PTC. - L2B-Fdir-1)

“So, for parents, they could also have some seminars or talk about how they could help their children learn effectively on this set up.” (T6C-Fdir-1)

As an educational institution faculty development is one area wherein, there is a need to fulfill the commitment to all stakeholders: to provide quality education to all learners. To quote:

“I think the goal of the school is to make sure that their stakeholders will really be satisfied on what they provide to them, what we provide for them as teachers.” (T6C-Fdir-2)

The five themes mentioned above: mindset of teachers, institutional support, technological concerns, pedagogical obstacles and social issues described the challenges in the implementation of faculty development in Filipino-Chinese schools and how these challenges have been addressed. The participants’ perceptions with regard to future direction of faculty development were also stated. Furthermore, these challenges manifested in the faculty development practices found common in this study.

The solutions given are summarized as follows: (1) provision of incentives (pointing system tied to performance appraisal and salary increase; flexible working

arrangement; substitution system with compensation; and financial assistance/loans), (2) soliciting inputs from teachers, (4) technological infrastructure upgrade (internet subsidy; laptop loan; and school's class disruption plan), (5) technology-focused trainings, (6) mentoring/coaching (indoctrination; Solomon-Effect mentoring style; and customizes/personalized FD), (7) succession planning, and (8) promote parents' involvement (equipping parents – role as co-educator at home).

Now more than ever, FD should address the need to enhance teachers' competencies related to curriculum particularly on content, methods and strategies of teaching content and theories and the use and integration of ICT in online teaching. Teachers' capabilities on designing, applying and using both authentic and nontraditional modes of assessment must also be enhanced (Bangcaya & Alejandro, 2015). Also, teachers need to be more aware on the issues of technology such as legal or health-related issues on excessive use of technology and its safety precautions (Hero, 2019). These topics can be included in the FD of teachers.

Chapter 4

Faculty Development Program Model

This chapter offers a comprehensive discussion of the output of this study and to answer the last research question: What faculty development program model can be proposed? This section elaborates on the concept of the model proposed, its components, implications to the “new normal” in education, and its theoretical and practical implications.

Purpose of the Faculty Development Program Model

The world is evolving due to technological advances, educational landscapes keep on changing, and teachers are faced with various challenges to contend with when it comes to teaching diverse students and performing multifaceted tasks in a variety of domain like institutional, pedagogical, instructional, personal and social. Therefore, one of the important needs of teachers is faculty development programs which will help them to improve. It will provide teachers with new understanding, apply new knowledge, enhance their personality, deepen mastery of the content, widen their instructional strategies, and increase their ability as means to improving student learning.

Table 13 presents the results and findings of the study which are used as basis in developing the faculty development program model.

Table 13*Presentation of Results and Findings and Theme Identification*

Common FD Practices	Common Challenges	Solutions Given	Themes
FD is holistic	*Mindset of teachers	*Provision of incentives	FD Gearing toward institutional excellence
FD is aligned to vision and mission of the school	*Institutional Support	*Soliciting inputs from teachers	
FD leads to excellent and credentialed teachers	*Technological Concerns	*Technological infrastructure upgrade	
FD is tied to performance review and appraisal	*Pedagogical Obstacles *Social Issues	*Technology-focused trainings *Mentoring/Coaching *Succession Planning *Promote parents' involvement	
Develop a leadership culture	*Mindset of teachers	*Provision of incentives	FD Synergizing the development of leaders
Implement leadership strategy	*Institutional Support	*Mentoring/Coaching *Soliciting inputs from teachers	
Create new leadership lanes	*Technological Concerns *Pedagogical Obstacles *Social Issues	*Technology-focused trainings *Succession planning *Promote parent's involvement	
FD mirrors culture of the school	*Mindset of teachers	*Soliciting inputs from teachers	
Collaborative planning for FD	*Institutional Support	*Provision of incentives	FD Advancing the community endeavor
Teacher as Collaborative Learner	*Technological Concerns	*Technology-focused trainings	
Institutional support for FD	*Pedagogical Obstacles *Social Issues	*Mentoring/Coaching *Succession planning *Promote parents' involvement	
Teacher as a lifelong learner	*Mindset of teachers	*Provision of incentives *Soliciting inputs from teachers	
Teacher became digital migrants	*Institutional Support	*Mentoring/Coaching	FD Bearing the responsibility of individual teachers and the school
School as provider of FD	*Technological Concerns	*Technological infrastructure upgrade	
	*Pedagogical Obstacles	*Technology-focused trainings	
	*Social Issues	*Succession planning *Promote parents' involvement	

Faculty development program is not a new concept but a common practice among institutions which refers to programs, activities, practices, and strategies that the school implemented to sustain and advance the professional and personal needs of teachers or any members of an organization. In addition, faculty development is an institutional process which aim to enhance teachers' attitudes, skills and behavior to gain competence in meeting the needs of student, the institution, and their own needs (Mojica & Belecina, 2013). Thus, the researcher found it necessary to develop a faculty development program model for Filipino-Chinese schools that would reinforce excellence in planning, designing and implementing of faculty development in these schools from the best practices obtained from the twelve participants of this study.

Components of the Faculty Development Program Model

Of the four themes, institutional excellence has been found to be the common and exceptional characteristics in the participant schools. These schools strive harder to gain institutional excellence to satisfy their clients both students and parents. Since parents are paying hefty sum of money for tuition, these schools ensure that quality education are provided to the students. Satisfied parents equate increased number in students while unsatisfied parents mean drop in enrollment. Developing leaders, FD as community endeavor and as responsibility of teachers and the school have been found to be embedded in the FD practices in the participant schools.

Conversely, four (4) leadership and management processes emerged with the themes based on the results and findings. These are gearing, bearing, synergizing and advancing.

Gearing. This constitutes planning, preparing and designing FD program that is aligned to the vision and mission of the school. It also includes equipping teachers and providing necessary resources and infrastructures to complement the execution of the FD program leading toward institutional excellence.

Synergizing. This involves school board-school head, school head-teacher leaders, teacher leaders-teacher or teacher-teacher partnerships or cooperation, working in synergy towards developing excellent leaders that will lead the institution to greater heights of excellence.

Advancing. This entails promoting collaboration among teachers and other members of the community geared for collective success to foster the goal of the school which is institutional excellence.

Bearing. This encompasses the responsibility of the individual teachers to continuously enhance oneself and have an attitude of a lifelong learner. Likewise, it pertains to the role of the school to provide FD programs for teachers to ensure continual improvement link to institutional excellence.

Furthermore, the school and school leader are vital components in the implementation of FD programs in schools. They are the core of the model. Since school is a complex system with distinct social context and climate, there is a need for competent leader who can perform leadership functions and processes well. In terms of educational

leadership and management, this study emphasizes the need to capacitate leaders through faculty development program to be able to execute these leadership processes: gearing, bearing, synergizing and advancing. As the terms suggest, they are gerund, ending in -ing which denotes ongoing action. Leaders should be able to deliver because leadership is not trial and error.

Finally, the challenges encountered in FD implementation and the solutions used to address them represented the interactions between these factors that promotes or restraints FD programs in schools.

Development of the Faculty Development Program Model

A model should add or help us understand how the organization acts as a system, how the process unfolds, or how concepts may be realized in physical world (“What is a Model?”, n.d.). In this study, the proposed model illustrates the properties and interactions of all the components as representation of the faculty development program.

From the themes that emerged in this study, the proposed model developed is based on a comprehensive learning model that fosters connection between learning and practice of teachers to achieve improved student learning (Hudak, 2013). The themes are also aligned to instructional development, professional development, leadership development, and organizational development which are components of comprehensive faculty espoused by several researchers. (Irby, 1996; Steiner, 2000; Wilkerson & Irby, 1998).

The proposed model was represented as Five Elements Theory in an effort to deepen the concept while the presentation is still rooted to the topic. Findings and data were highlighted but the presentation includes some “Chinese-ness”.

Applying the Five Elements Theory to the Proposed Model

To successfully integrate the Five Elements Theory to the proposed model, it is necessary to formulate reasonable principles of application first. The key issue is how to classify the components of faculty development based on the findings of the study into the corresponding five elements theory. The researcher attempts to illustrate the connection by using the following principles.

Determine the position of the five elements in the drawing. The researcher placed the five elements in position based on the direction specified in the Chinese constellations: North is water, South is fire, East is metal, West is wood, and center is earth.

Identify at least one obvious element most similar to FD component. It is not easy to clarify the differences between the components of faculty development and identify the right ones according to the elements’ characteristics in the five elements theory. However, the researcher looked for at least one component most alike to the nature and characteristics of any one element in the five-element theory and link them together.

Classify the other elements by the nourishing effect. The researcher screens the identified nature of other elements in the five-element theory by comparing it to the functional relation of the component of FD. For example, suppose the first element is able to nourish the second one – water for example – in terms of functions, then the second one

may be wood. Then, the researcher checks the characteristics of the next component if it matches the attributes of wood.

Representation as Five Elements Theory

The Five Elements Theory has been synthesized from the four mythological creatures in Chinese constellations: the Black Tortoise of the North signifies **Water** (Chinese: 水, pinyin: shuǐ), the Vermilion Bird of the South represents the **Fire** (Chinese: 火, pinyin: huǒ), the Azure Dragon of the East epitomizes **Wood** (Chinese: 木, pinyin: mù), and the White Tiger of the West represents **Metal** (Chinese: 金, pinyin: jīn). The fifth element in this system is the Yellow Dragon of the Center that represents the **Earth** (Chinese: 土, pinyin: tǔ).

The Five Elements Theory (Chinese: 五行/ Pinyin: Wǔ Xing) designates wood, fire, earth, metal, and water as the basic elements of the physical world linked to diverse aspects of nature such as color, shape, season and direction among others (Fercility, 2021). Wang (2002) stated that the Five Elements Theory is a Chinese worldview that has been recognized by most Chinese scholars over the past year. It is used to describe the interactions that occurs and the relationships between things. Ma et. al. (2014) stated that “the basic view of five-element theory is that the material world can be kept in a dynamically balanced state through these relationships” (p. 116).

Table 14 shows the representation of the themes and its characteristics (see Table 3 to 6) linked to the nature of five elements and its characteristics.

Table 14*Representation of Themes/Components as the Five Elements Theory*

Results/Findings		Five Elements Theory			
Themes/Components	Characteristics	Elements		Characteristics	
Institutional excellence	vision-driven, holistic, growth oriented & productive, reward oriented	Metal (working of change)		purification, elimination, malleability	
Responsibility of individual teacher and the school	continual improvement, progressive, innovative, responsible, accountable	Water (source of life)		ability to flow and mix possessing stored potential (or danger) to nourish or cleanse	
Development of leaders	influencer, relationship oriented & transformative, people and task oriented	Wood (growth and expansion)		growing and developing like a tree	
Community endeavor	collegial, organized, involved, collaborative, supportive	Fire (power and influence)		blazing heat, enthusiasm and warmth in human relationships.	
School	core components in FD	Earth	Yin	central to balance	denotes structure
School Leader		(source of everything)	Yang		signifies functions
Challenges	inhibits FD	Red Arrow		generating interactions	
Solutions	promotes FD	Green Arrow		overcoming interactions	

The respective characteristics of the five elements will decide the correspondence between the themes or components in the faculty development program model. Therefore, it is necessary to clarify the attributes of these elements before mapping them into the components of the model. The nature and characteristics of the five elements adapted in this study is based on the literature cited by Wang (2002), Yasuyo (2012) and Ma et. al (2014).

Wang (2002) added that internal harmony among the five elements is sustained through mutual checks and balances known as the generating and overcoming interaction. The generating interactions among the five elements is likened to nurturing relationship between a mother and a baby: one element (serving as parent) nourishes or promotes growth and development of the following element (serving as child) such as Wood nourishes Fire, Fire nourishes Earth, Earth nourishes Metal, Metal nourishes Water, and Water nourishes Wood. Fercility (2021) gave some examples as follows: wood fuels fire, fire forms earth (ash), earth contains metal, metal carries water (buckets, pipes), water feeds tress or plant.

Meanwhile, an overcoming interaction of the five elements is needed to ensure harmony and balance within the system (Wang, 2002). It is connected to grandparent - grandchild relationship: one element controls or constrains another element to prevent it from establishing its power. The effects in overcoming interaction are the following: Wood controls Earth, Earth controls Water, Water controls Fire, Fire controls Metal, and Metal controls Wood. Further characterization includes wood (tree roots) breaks up earth (soil), earth absorbs water, water quenches fire, fire melts metal, and metal chops wood. These

generating and overcoming interactions between these elements are also referred to as five elements cycles which were modified for this study as four (4) element-effects or interactions.

The element-effects were applied to describe the relationship of the nourishing cycle which shows that the nourishing effect of any element is to facilitate the functions or activities of the next element. Table 15 shows the representation of the themes and leadership processes: gearing, bearing, synergizing, and advancing and its functions linked to the five elements cycles or modified element-effect.

Table 15

Representation of Themes/Leadership Processes as the Five Elements Theory

Themes	Results/Findings		Five Elements Theory	
	Leadership Processes	Functions	Element - Effect	Characteristics
FD Gearing toward institutional excellence	Gearing	Planning, preparing & designing FD; Equipping teachers	metal to water	nourishes the water-wood effect
FD Bearing the responsibility of individual teachers and the school	Bearing	Working together for continual improvement	water to wood	nourishes the wood-fire effect
FD Synergizing the development of leaders	Synergizing	Working in synergy to develop excellent leaders	wood to fire	nourishes the fire-metal effect
FD Advancing the community endeavor	Advancing	Promoting collaboration gears toward collective success	fire to metal	nourishes the metal-water effect

In addition, there are also energies of Yin and Yang among the five elements. Wang (2002) elaborated that the complimentary relationship between generating and overcoming interaction originates from the Chinese concept of Yin and Yang. The principle of Yin and Yang is that all things exist as inseparable and contradictory opposites, for example, man-woman, light-dark and strong-weak. This principle believes that changes of all things are caused by the interaction of opposite forces and that the two opposites attract and complement each other. It denotes an interconnected relationship in the natural world wherein a correct balance between the two poles must be reached in order to achieve harmony. Jang (n.d.) posits that “during the change of Yin and Yang, it is believed that the flow of five elements occurs” (Five Elements, para. 1). The energy of earth contains equal parts Yin and Yang. There is also a mix of Yin and Yang in the metal and wood energies. However, the character of Yang is stronger in metal energy and wood energy is a little more strongly Yin. The energy in which the character of Yin is strongest is that of water and fire is the most Yang.

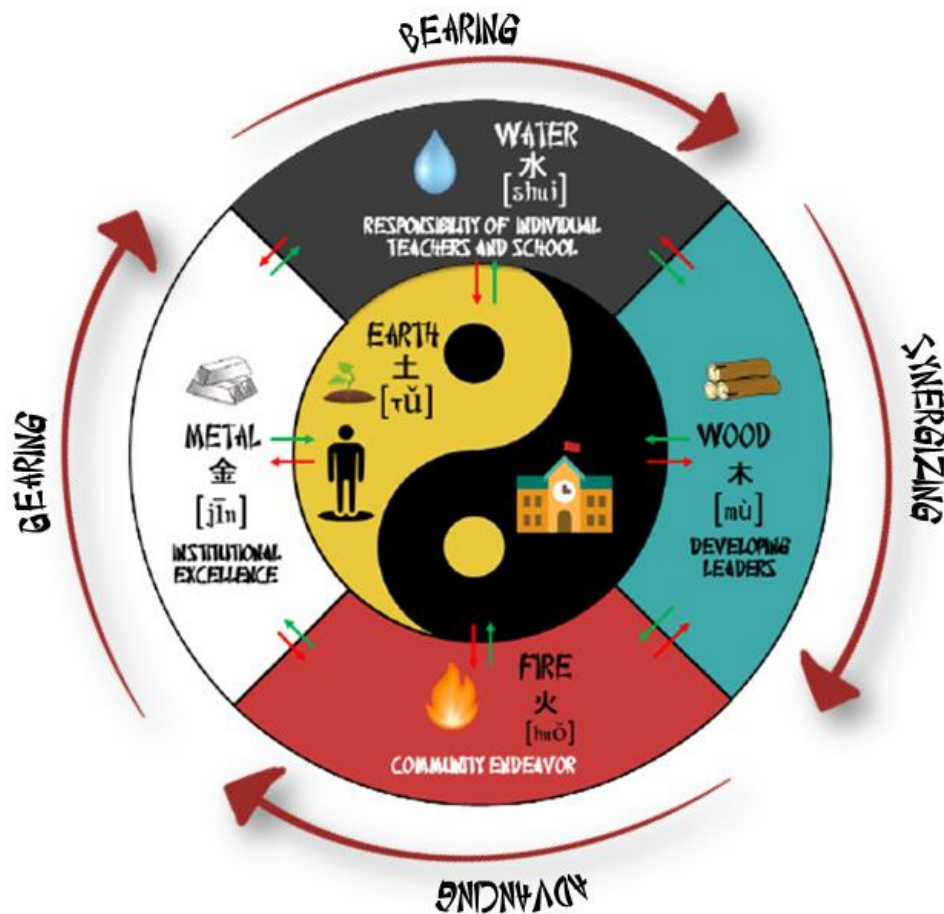
A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS

This study proposes a model to describe faculty development with the five elements theory. Associated to the themes that emerged from this study, comprises a modified four-step interaction which are classified into the five elements: (1) gearing toward institutional

excellence, (2) bearing the responsibility of individual teachers and school, (3) synergizing the development of leaders, and (4) advancing community endeavor. Each stage of the faculty development cycle can be characterized by the different combinations of the five elements effects.

Figure 2

A Faculty Development Program Model for Filipino-Chinese Schools



The core of the model is represented by the school and school leader, these two components are vital in the implementation of faculty development in Filipino-Chinese schools. These components need to achieve balance or harmony as illustrated by the principle of Yin and Yang. Yin denotes structure as represented by the school and Yang signifies function as represented by the school leader. The core is linked to the element of Earth, “the source of everything” (Yasuyo, 2012 p. 45). It is a symbol of stability and it is also regarded as central to balance possessing the properties like that of the ground, accepting and forming a foundation for growth of everything (Fercility, 2021).

The four sections represent the themes: institutional excellence, responsibility of individual teacher and the school, developing leaders and community endeavor linked to the elements of metal, water, wood and fire. First, institutional excellence is linked to metal element. Yasuyo (2012) stated that metal is “the working of change, and it has the characteristics of purification, elimination and malleability” (p. 45). It is cutting and binding, even though it has structure, it can also accept a new form when molten. Conversely, it can cut, reform and solidify the process of implementing faculty development that are driven by vision and armed with holistic activities, excellent teachers and reward-oriented direction.

Second, teachers are the key factors in schools as water is the source of life on this planet. Water is described as cool and has the ability to flow and mix possessing stored potential (or danger) to nourish and cleanse. This ability of water element, stored potential, can be associated to utilize the potential of teachers to embrace their responsibility to own

up their development mixed with the accountability of the school to aim for continual improvement in an innovative, progressive and responsible manner. Third, developing leaders is linked to the characteristics of wood element which is like that of a tree, growing and developing (Ma et. al, 2014). It is connected to the capacity to look ahead, strategize and make decisions; hence, it implies growth and expansion. Leaders should be influencer, relationship oriented, transformative, and people and task oriented to ignite the passion of teachers, staff, and all personnel to get their buy-in. Fourth, community endeavor is associated to the fire element which represents power, influence, and has the characteristics of blazing heat (Yasuyo, 2012). It also signifies enthusiasm and warmth in human relationships. This is linked to advancing community endeavor in this study which should be organized, collaborative, collegial and cooperative characterized by individuals who have passion for the profession and able to build healthy relationships among colleagues to continuously seek institutional excellence.

Liu (1990 as explained in Wang, 2002) argues that “the Chinese systems thinking focuses on dynamic functions and explicit effects of these five elements” (p.2). The themes of leadership processes are linked to the nourishing effect of the interaction among the elements which is modified for this study. It consisted of four steps or element effects namely: (1) metal to water – **gearing**, (2) water to wood - **bearing**, (3) wood to fire - **synergizing**, and (4) fire to metal - **advancing**. Gearing (metal-water effect) is related to the yearning to achieve institutional excellence which has the nourishing effect on teachers and school in bearing (water-wood effect) the responsibility when it comes to faculty development. Bearing this responsibility will have nourishing effect on synergizing (wood-

fire effect) the development of leaders who will work as partners to excellence and will be advancing (fire-metal effect) the community endeavor toward institutional excellence in a continuous process.

Moreover, the green and red arrow symbols represent the generating and overcoming interaction among the elements. Zhu (n.d.) added that these interactions “can be described in other terms as mutual promotion and inhibition or mutual support and mutual restraint” (p. 6, last para.) This is associated to the challenges and solutions encountered in the implementation of faculty development. In this model, each element can control another element or is controlled by another element. They are all connected and continuously moving to find balance. These arrows also denote that challenges encountered inhibits the implementation of faculty development while solutions given to address them promotes faculty development initiatives.

The contribution of this framework lies in the attempt to link interactions of faculty development practices, its components and characteristics to provide a tool in planning, designing and implementing faculty development program in Filipino-Chinese schools. This framework promotes a social context fostering lifelong, independent, and communal learning through a stimulating and supportive climate based on a community of practice model represented by the circumference of the circle and the nourishing effect relationship. It is predicated on two key theories of learning: (1) social constructivism, situates learning as a social phenomenon in which teachers make sense of their learning through social interaction and (2) adult learning theory, the sum of the teachers’ adult experiences has a substantial impact on their knowledge base, conceptualization of new material, and how to

apply individual learning opportunities. Thomas et al (2014) explained that teachers learn as a result of their interaction with his or her immediate social context like school and their experience enriches their understanding and interpretation of the knowledge obtained through interaction.

Limitations of the Study

In the conduct of this study, the following limitations were considered. This study is limited to co-educational, excellent and high-performing Filipino-Chinese schools in the National Capital Region who agreed to participate in this study. Participant-schools were selected based on accreditation, program offerings, how long it was established, school population, and performance in MTAP or IMO competitions. Moreover, organizational structure and systems differences were considered.

In this research, school heads, current teachers and leavers from the institution were interviewed online to ensure that a wide variety of participants would provide inclusive data pertinent to this study. Furthermore, the acronyms FDP, FD and PD which stand for faculty development program, faculty development and professional development respectively were used throughout the study.

Implications to the “New Normal” in Education

Teachers have a difficult job and schools face tremendous demands and challenges more so with the migration to online learning. Both are under tight scrutiny. With respect to the results and findings of this study, the new normal is implicated in various aspects of

the FDP model based on the challenges brought on by online teaching. The findings revealed that teachers lack gadgets, technology infrastructure at home, and technological skills to conduct distance online teaching. Moreover, there is a need to have space conducive for teaching or learning at home. These scenarios are not isolated to teachers but also applicable to students' situation at home.

On top of these, some parents are hesitant to enroll their kids to online education due to lack of parental support at home who will guide and assist the students, especially the younger ones, in accomplishing their tasks. Hooks (2015) concluded that “when students are successful, the credit goes to the students and the parents; when students are not successful, the blame goes to the teachers” (p. 81). Therefore, it stands to reason, that in online learning when the students are not performing well the accountability does not rest in teachers' shoulders alone. Aside from being criticized at times, parents considered teachers to be little more than overpaid babysitters who enjoy work-free weekends and summers. Thus, some parents are not advocating online education. Meanwhile, some schools are perceived to be inept to offer online education due to lack of technology infrastructure to handle virtual administrative processes like enrollment, payment channels, communication or dissemination of information, provision of online resources for learning or reporting of grades.

What aspects of the proposed model addresses these concerns? The researcher contends that it is linked to the three (3) educational leadership and management processes: gearing, bearing and advancing. In terms of FD gearing towards institutional excellence, teachers were trained in the use and integration of technology in teaching and varied

trainings and activities were provided to prepare teachers for online teaching such as online counselling sessions, mental health webinars, virtual teachers' fellowship and regular meetings and planning sessions. These activities are implemented aligned to the vision and mission of the school which aims for institutional excellence.

In terms of FD bearing the responsibility of individual teacher and the school, teachers were encouraged to become digital migrants while the school provided technology-focused trainings for them. Further, teachers were tasked to enhance their skills for online teaching while the school provide institutional support like gadgets and internet subsidy. It is somehow addressed in terms of advancing community endeavor in terms of collaborative planning done for instructional and organizational purposes. Parents' and students' perceptions, preferences, and apprehensions were asked through different surveys which resulted in various meetings to orient and train them in the use of learning management system, educational platform and other plans of the school for online education. Lastly, school administrators were tasked to provide support to teachers like mentoring and coaching even virtually to help them cope with respect to emotional and mental health issues.

Theoretical and Practical Implications

The immediate impact of this study is opening the eyes of the researcher since it becomes a revelation as she reflected on the limitations of the FD program offered to the teachers in her own school. As one of the school leaders in-charge of the FD, the researcher anticipates change in the FD offerings in her school for improvement. The researcher was

asked to present the findings of this study to her colleagues and school principal in June prior to FD planning for the next school year.

Filipino-Chinese schools that participated in this study will get a copy of the completed dissertation. The researcher hopes that information from the result of the study can be used as basis for policy and planning in providing learning opportunities for teachers in their respective institution. In the same way, may the overview of faculty development practices, the challenges encountered in its implementation and how it was addressed as presented in this paper can benefit school heads, teachers, schools, students and other stakeholders in private educational institution.

While this study has documented the FD practices in the selected Filipino-Chinese schools, the insights acquired from the findings seems to generalized the realities for teachers as well as in both private and public schools in the country. DepEd and private schools hoping to establish effective FDP or improve their FD practices should consider the findings and what the participants of this study had to say. Also, DepED officials, school heads or school administrators in-charge of FD would benefit from being made aware of these perceptions so they can prepare a more engaging, and meaningful FD session. They would benefit from knowing what teachers are saying about FD to heighten their sensitivity to potential barriers their teachers may have in implementing FD. On the other hand, as the proposed FDP model promotes a social context to foster collegial learning among teachers geared toward collective success with student learning as the end in mind, the teachers should know how their counterparts perceive FD so that they can help

each other defeat any negativity and focus instead on the overarching goal of increased student achievement.

Furthermore, the proposed model may be utilized by DepEd schools in conjunctions with the recommendations to rationalize the trainings given to DepED teachers (David, Albert and Vizmanos, 2019). DepED teachers attend numerous trainings which include a number of topic areas in a given year and assigned other tasks that distract them from their core functions of effective teaching. The proposed model will help DepEd to plan FD offerings for teachers in terms of the following: (1) gearing towards institutional excellence - address gaps in skills and competencies and have a system for rationalizing the FD; (2) bearing the responsibility of individual teachers and school – teachers should be models of lifelong learning given the impact of online learning and emerging technologies while DepEd schools should address human resources distribution by unloading teachers of administrative and other duties unrelated to teaching and hiring administrative staff who will do it (David et. al, 2020); (3) synergizing the development of leaders – FD should be planned, limited and strategic based to a fair career tracking system that is clear to the teachers’ corps; and (4) advancing community endeavor – provide INSET that are stronger and more developmental in nature (Bongco & David) and strengthen Learning Action Cell (LAC) implementation through proper monitoring and inclusion of evaluation protocol (Durban, 2012; Capili-Balbalin, 2017).

However, readers should take the findings with caution because the participant school in this study have different organizational structure and culture. It is plausible that other private and DepEd schools have a context that is different, therefore, insights from

the findings cannot be applied to them in whole or in parts. Nevertheless, the findings advance the literature on FDP or FD by providing a description of how a select group of school head, teachers and leavers make sense of their experiences about it. Hence, our understanding of FD may further expand through the conduct of similar studies in different settings, with more participants, or use of multiple sources of data to take into account more inclusive perceptions and experiences about FD.

One compelling possibility for future research would be to identify the extent of changes in FD practices implemented based on this model affected perceptions towards FD. Likewise, a longitudinal study could demonstrate how improved FD practices correlate with student achievement. Another future research would be to conduct grounded theory research to come up with philosophy on FD leadership in similar setting.

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary, the conclusions drawn from the findings and the recommendations. This study purported to describe, analyze and compare the faculty development practices of three Filipino-Chinese schools in their implementation of these programs with the purpose of developing a faculty development program model that may be considered in designing a FD program. To achieve the goal of this study, pre-requisite goals have been set. The topmost priority is to identify and describe the current faculty development practices in the three participant schools because these will form the bases for the developed FD model. Next is the necessity to develop an interview guide that will serve as guide in identifying the resulting accounts of the said practices. Upon completion of these important steps, this study commenced.

Summary of the Study

As educational leaders who acknowledged teachers as the key to increasing student learning, providing opportunities for meaningful and ongoing learning for the teachers must be intentional. Because a school is in the business of delivering instruction to students, it should offer effective and competitive programs. And one way to do that is to take care of its teachers through faculty development so they can deliver an excellent service to its clientele.

The term faculty development was used in various conceptualizations across multiple studies, it means different things to different people based on focus, goal and scope, Different aspects of the faculty development process is still evolving and changing constantly. Avalos (2011) pointed out that it is a good thing because “the effort to construct models of teacher development is also a way of searching for unifying threads in the midst of diversity” (p. 17). As stated by Mojica & Belecina (2013), faculty development is an institutional process which aims to enhance teachers’ attitudes, skills and behavior to gain competence in meeting the needs of student, the institution, and their own needs. This definition encompasses the focus of this study conducted in Filipino-Chinese schools.

Further, this study posits that different cultural values and social environment might influence faculty development practices in a Filipino-Chinese school. Using Case Study design in Multiple Case Study approach, this study sought to identify, describe and compare faculty development practices in three Filipino-Chinese schools and examine social contexts in which they are situated. Thus, challenges as well as how these challenges are addressed and the emergent or future directions of these practices are also examined.

Summary of Results

Based on the responses to the research questions in the first chapter of this study, the following findings and results were articulated. There are four prevalent faculty development practices in Filipino-Chinese schools summarized as FD: (1) gearing toward institutional excellence, (2) synergizing the development of leaders, (3) advancing the community endeavor, and (4) bearing the responsibility of individual teachers and school.

FD gearing toward institutional excellence has the end in view of achieving student learning. Synergizing the development of leaders includes the practice of succession planning for sustainability and continuity. Meanwhile, FD advancing community development is not just about “me” because my own development has impact on the development of every individual in the school community. In terms of FD bearing the responsibility of individual teacher and the school, this practice advocated teachers to be: (1) lifelong learner and (2) digital migrants; and (3) the school as provider of FD.

In terms of challenges, five issues and concerns emerged namely: mindset of teachers, institutional support, technological concerns, pedagogical obstacles, and social issues. The issues found common in relation to teachers’ mindset stems from individual factors related to self, family and work. These challenges were addressed by: (1) giving of incentives; (2) substitution system with compensation; (3) soliciting inputs from teachers; (4) flexible working arrangement; (5) indoctrination; and (6) Solomon Effect – mentoring style. Institutional support hinders the implementation of faculty development in terms of support provided from the school board and school leaders down to the teachers. Provision of pointing system tied to performance appraisal and salary increase; financial assistance and loans; and designing customized or personalized FD were mentioned as solutions to the abovementioned challenges.

The migration to online teaching leads to technological concerns and pedagogical obstacles characterized by unstable internet connection, need for gadgets and power outage. Issues like communication to parents and students, classroom management and online setup, transfer of learning, academic dishonesty, screen time, and the ability of

teachers to adapt to online teaching surfaced. To address these issues technological infrastructures in schools are upgraded, internet subsidy is provided, Class Disruption Plan was established, technology-focused trainings are conducted, and instructional coaching was intensified. Moreover, teachers who cannot adapt to online teaching either resign or in furlough. In terms of perceived social issues, it was suggested to have performance appraisal system with clear performance indicator and marking scheme tied to succession planning and to equip parents on their role as co-educator at home.

From the result of the study, the researcher saw the need to develop a faculty development program model for Filipino-Chinese schools. The model contains the perceived FD practices from the three Filipino-Chinese schools studied that will provide added awareness, creativity, strategies and reflections on how to plan, design and implement effective faculty development in these schools.

Conclusions

Based on the findings of the study, it can be concluded that faculty development gears towards instructional excellence and the end goal should be student-learning. Holistic activities that are aligned to the goals of the school must be provided tied to performance evaluation. Consequently, faculty development synergizes the development of leaders. Career mapping or succession planning must be incorporated in the FD program. To develop a leadership culture, these practices must be cultivated: modeling or practicing what is preached, mentoring, empowering, and delegating tasks to right people. Moreover, faculty development advances community endeavor through collaborative planning and

providing institutional support. This collegial atmosphere encourages teachers to become collaborative learners. Finally, faculty development bears responsibility of individual teachers and the school to seek for continual improvement. The growth mindset of teachers combined with the accountability of school to ensure provision of effective FD will lead to institutional excellence.

In conclusion, mindset of teachers, institutional support, technological concerns, pedagogical obstacles, and social issues are the challenges in implementing faculty development for teachers. Institutional support has dual purpose in these practices: it can nourish or hinder the implementation of faculty development based on the range and magnitude of support that it can provide. In-depth understanding of the school culture and the school's vision and mission is an important factor to consider in designing faculty development program. Since, migration to online teaching presents challenges that must be overcome and it dictates the future direction of faculty development to be implemented in schools. Then, online learning will be embedded in the educational practices. Therefore, future directions of faculty development should take this in consideration to address perceived issues in online teaching and learning process. The data gathered is utilized to create a model for effective faculty development program model for the teachers in Filipino-Chinese schools.

Recommendations

From the findings and conclusions derived from the study, the researcher hereby put forward the following recommendations:

1. Faculty development program should be balanced or holistic; vision driven; growth oriented and productive; and reward oriented. It must be planned with specific goal; thus, goal setting is important to individual teacher or for the institution as a whole. Teacher-leader collaboration should construct and develop growth plan based on performance review and feedback.
2. Faculty development program should be influence driven; relationship oriented and transformative; and people and task oriented. Incorporate career mapping and succession planning in the FD program.
3. Faculty development program should be organized, collegial, cooperative, collaborative, supportive, nurturing, and benevolent. It should promote collegial atmosphere and develop collaborative teachers geared for collective success.
4. Faculty development program should promote continual improvement in a progressive, innovative and adaptable environment. The head of school should encourage the school board to uphold the significance of FD to give their full support. Teachers need clear, strong and consistent indications that those who lead the school expect and support them to pursue faculty development.
5. Customize faculty development program to cater to teachers' needs and address the challenges in the implementation of FD program such as mindset of teachers, institutional support, and social issues among others.
6. Plan and create FD program that will address challenges brought by online teaching-learning process in terms of technological concerns, pedagogical obstacles and social issues related to online etiquette, communication and participation.

7. Design and implementation of FD program in Filipino-Chinese schools and other private schools can be strengthened through the proposed FD program model based from the observed and learned FD practices in the three participants' schools.
8. The proposed faculty development program model may be utilized by DepEd schools to examine the content and delivery of their FD programs and help to rationalize the FD trainings given to DepEd teachers.
9. Future research may be conducted to identify whether FD practices implemented based on this model affected perceptions towards FD. Likewise, a longitudinal study could demonstrate how improved FD practices correlate with student achievement. Another future research would be to conduct grounded theory research to come up with philosophy on FD leadership in similar setting.

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APPENDIX A INTERVIEW GUIDE

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research

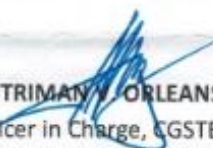
A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS

(Interview Guide)

1. What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads?	
a. Which is your concept of faculty development? • Professional growth (promotion & leadership) • Career enhancement (Area of specialization/pedagogy & practice) • Personal Growth (Mental, Spiritual, Emotional, Social, & Physical wellness) • Faculty responsibility • Others	
b. What faculty development program is currently implemented in your school? Kindly describe each.	
c. What are the goals and purposes of your faculty development program? • Philippine Professional Standards for Teachers • School Philosophy, Vision & Mission • Institutional Factors • External Factors (Legislation/DepEd Memo/Trends)	
d. Are there departmental and institutional faculty development programs? Describe in particular how the departmental and institutional faculty development program complement each other.	
e. What are the strengths and weaknesses of your faculty development program?	
f. Is there a committee or an institutional office that oversees and manages your faculty development program? Describe the structure of your faculty development program.	
g. What resources are available to support your faculty development program?	
2. What are the challenges in the management and implementation of faculty development programs in Filipino-Chinese schools?	
a. What are the issues and concerns in the management and implementation of your faculty development program?	
b. How do the issues and concerns affect the professional development and performance of the teachers?	

c. How do the challenges in the management and implementation of the faculty development program affect the relationship between the administration and faculty?	
3. How are the challenges and opportunities being addressed in the management and implementation of your faculty development program?	
a. How do you respond to changes in terms of management and implementation of your faculty development program?	
b. How are the issues and concerns in the management and implementation of your faculty development program addressed in your institution?	
c. What areas in the faculty development program be modified to address the issues, concerns and challenges in terms of management and implementation?	
4. What do you see as potential new direction for the field of faculty development in your institution?	
a. What initiatives does the administration apply to enhance your faculty development program?	
b. What are the opportunities to enhance your faculty development program?	

APPENDIX B
ASSIGNMENT OF DISSERTATION ADVISER

	Philippine Normal University The National Center for Teacher Education College of Graduate Studies and Teacher Education Research Taft Avenue, Manila	
 ASSIGNMENT AS DISSERTATION ADVISER 		
February 12, 2020		
 DR. INERO V. ANCHO		
I take pleasure in assigning you as Adviser to guide Ms. Kathereen F. Fonte a Ph.D. in Educational Management student in her dissertation proposal entitled <i>"A FACULTY DEVELOPMENT PROGRAM MODEL FOR CHINESE SCHOOLS."</i> It is requested that you meet with the student regularly to evaluate the progress of her work. Please accomplish the attached Dissertation Writing Monitoring Form and submit it to the Graduate Research Office. For purposes of civil service, accountability and quality assurance, the Graduate Research Office is tasked to monitor and evaluate these thesis writing and research mentorship processes.		
  ANTRIMAN V. ORLEANS, Ph.D. Officer in Charge, CGSTER		
 cc: Ms. Kathereen F. Fonte GResO Director		

APPENDIX C

REVISION COLLOQUIUM SUMMARY OF COMMENTS

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63-2-527-5708 local 501 • gradregistrar@pnu.edu.ph • www.pnu.edu.ph		Index No.	PNU_MIR_2017_GRO_FM_01
		Issue No.	00
		Rev. No.	02
		Date	10/06/18
		Page	1 / 8
GRSO	Revision Colloquium Summary of Comments	D.C. No.	CC0002018-121

Student: Katherine F. Fonte

Program: Doctor of Philosophy – Educational Management

Date of Colloquium: September 15, 2020

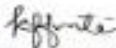
Comments/Suggestions/ Recommendations	Action Taken	Page no. reflecting the changes done	Panelists who Suggested
If you are studying Chinese schools in the Philippines, we should refer to them as Filipino-Chinese because technically there is no Chinese school in the country.	Change the title to "A Faculty Development Program Model for Filipino-Chinese Schools" All Chinese schools were changed to Filipino-Chinese schools.	Title Page p. 8 & 9 Research Problem / Scope & Delimitations p. 48-49 Sampling & participant p. 52-53	Dr. Darryl Roy Montebon
In the FDP presented, what is unique there for Chinese schools/Chinese students? How is this different from other FDP's that are available already and has been product of research of other EDLM students?	The approach that will be used is unique because it will focus on the social construct related to faculty development program which other studies have not investigated yet.	Conceptual Framework p. 44-48	Dr. Noemi Zulieta
How will your study be relevant to the current situation? These "inputs" might come up in relation to research question #2. How are the challenges in faculty development addressed in Filipino-Chinese schools?	The study must reflect "inputs" from the new normal in education in terms of faculty development practices. Add in research question #2.	Background of the study – p. 7-8 Factors that influence FD (New Normal) – p. 36-37 Research Problem – p. 48 Conceptual Framework – p. 48	Dr. Darryl Roy Montebon Dr. Gilbert S. Arrieta Dr. Noemi Zulieta
The conceptual framework must include perceptions, challenges and practices as inputs to faculty development program model. It should reflect the unique contextual factors in Filipino-Chinese	Collapse the conceptual framework presented. Present the theories to be used as lenses including critical concepts.	Conceptual Framework p. 44-48	Dr. Noemi Zulieta Dr. Gilbert S. Arrieta Dr. Darryl Roy Montebon

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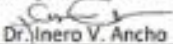
 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63 2 517 1746 local 534 gradres@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU_MW_2017_GRO_RM_05	
	Issue No.	00	
	Rev. No.	00	
	Date:	10/08/18	
	Page	2 / 3	
GResO	Revision Colloquium Summary of Comments	D.C. No.	CC20080018-021

schools based on data that will be gathered.			
The components of faculty development stated in research question #1 might limit the direction of the study.	Remove the indicated components of faculty development from research question #1.	Research Problem p. 48	Dr. Arlyne C. Marasigan
Identify clearly the criteria for choosing the respondents and the number of respondents (school, teachers, school leaders) to ensure that sampling represents the unique characteristics of Filipino-Chinese schools. If it is FDP, it is imperative to interview teachers especially those who have been in Filipino-Chinese schools for a considerable number of years.	Participants will include 3 school heads, 6 teachers and 3 leavers from a Filipino-Chinese school. Teachers are included as participants in this study.	Sampling and Participants p. 52-53	Dr. Darryl Roy Montebon Dr. Noemi Zulieta Dr. Gilbert S. Arrieta

Prepared by:

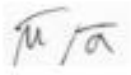

 Katherine E. Monte
 (Signature of the Student)

Certified Correct by:


 Dr. Inero V. Ancho
 (Signature over Printed name)
Adviser

Dr. Noemi B. Zulieta
 (Signature over Printed name)
Panelist


 Dr. Darryl Roy T. Montebon
 (Signature over Printed name)
Panelist


 Dr. Gilbert S. Arrieta
 (Signature over Printed name)
Panelist

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Bldg., Ortigas, Manila 2000 Philippines Telephone: +63-2-817-5768 local 525 • gradregistrar@pnu.edu.ph • www.pnu.edu.ph	Index No.	PNU_MN_2017_GRO_PNU_05
	Issue No.	00
	Rev. No.	00
	Date	20/08/18
	Page	3 / 3
GResO	Revision Colloquium Summary of Comments	
	D.C. No.	CC30062018-325



ARLYNE C. MARASIGAN, Ph.D.
 Director

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Zulieta, Noemi

to me, Graduate, Inero ▾

Wed, Oct 21, 10:01 PM (9 days ago)

This is to certify my APPROVAL of the revisions made on the manuscript of Ms. Katherine Fonte.

Thank you.

Noemi B. Zulieta, PhD



APPENDIX D

CLEARANCE TO PROCEED

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education 3471 Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Telephone: +63-2-337-1798 loc. 756/751 aprc@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2020	
	Page	1 of 1	
EPR	CLEARANCE TO PROCEED		
		QAC No.	CC-00242018-023

BASIC INFORMATION

REC Code:	11162020-046
Research Proposal Title:	A Faculty Development Program Model for Filipino-Chinese Schools
Researcher / Project Leader and Designation/Affiliation:	Katherine F. Fonte

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

- [✓] Research Proposal in prescribed format
- [✓] Informed Consent Form/s /Assent Form
- [✓] Data Collection Tools

and hereby approved:

- [✓] To proceed to the validation of the data gathering tools
- [✓] To proceed to data collection, organization and write-up

Date of Issuance: **November 16, 2020**

Dr. TERESITA T. RUNGDUIN (SGD)
 Secretary
 Research Ethics Committee

Dr. RENE R. BELECINA (SGD)
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX E
SAMPLE LETTERS TO VALIDATORS WITH COMMENTS

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
104 Taft Avenue, Ermita, Manila

October 31, 2020

DR. [REDACTED]
College Faculty
Letran College- Manila

Dear Dr. [REDACTED]

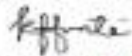
The undersigned is currently conducting a study on the faculty development practices in Filipino-Chinese Schools. The study aims to identify the professional development practices employed by the school to equip their teachers, the challenges they faced in managing these practices and the manner of coping with them, and their experiences in managing these activities with respect to various institutional context. Thus, the result of this study will be the basis in developing a faculty development program model that would promote continual learning in teachers link to institutional excellence.

With your experience and expertise in research, I humbly request you to validate the attached self-made questionnaire for this study.

May this request merit your favorable response.

Thank you and God bless.

Respectfully yours,



KATHEREEN F. FONTE
Researcher

Noted by:

(SGD) DR. INERO V. ANCHO
Adviser

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
EXPERT'S VALIDATOR'S FORM

**A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE
SCHOOLS**

QUESTIONS	ACCEPT	REJECT	REVISE	REMARKS
1. What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads?				
a. What is your concept of professional development?			/	Which is your concept of Professional development? [provide choices 1-4 so the respondents can easily answer]
b. Can you describe professional development activities that are occurring in your institution? What professional development activities are currently offered? What is the importance of these services?			/	Which professional development are currently offered? [choices again from weekly to annually...you may look into from individual or personal to what the school provides, who benefits or beneficiaries : faculty, students, parents]
c. What goals and purposes guide these programs? How is faculty development fostered within your institution?			/	You may also provide choices for the purpose from the DepEd or from sch.philo/vision/mission. Then the duration of the implementation: beginning- quarterly- annually-

d. What are the influences on your programs and practices?			/	To the individual or to the community?
e. In what ways do these PD opportunities support professional learning? What are the advantages? Disadvantages?			/	Integrate with b
f. What is the organizational structure for faculty development within your institution? (Request support documents)	/			
g. Does a committee structure exist within the institution to support/guide faculty development? If yes, describe, (request support documents)			/	Who takes charge of the PD? Describe the nature of the PD[hopefully provisions for all levels –from admin staff to maintenance]
h. What resources are available to support faculty development? Financial - Technological - Organizational – Leadership –	/			
i. What types of faculty development programs are offered on a departmental basis? School wide basis? (Describe examples)			/	Integrate with b but with choices
2. What are the challenges in the management of faculty				

development programs in Filipino-Chinese schools?				
a. What are the key challenges and pressures facing faculty members and your institutions in terms of FD?				
b. Are you able to identify any constraints that inhibit further expansion of your institution's commitment to faculty development?			/	Constraints definitely inhibit... Can you identify what inhibit/s further...?
c. Can you give a specific example of your own PD, changes made in your teaching or any specific evidence of impacts in student and their learning?	/			PD or FD
d. What do you feel distinguishes your institution's program of faculty development?				What is the distinct quality of FD in your institution? or What distinguishes your institutional FD program/ or What is the outstanding quality of your....
e. What do you see as potential new direction for the field of faculty development in your institution?	/			
3. How are challenges in the management of faculty development programs being addressed?				

a. How do you respond to changes in in terms of managing faculty development program in your workplace?	/			
b. How are the challenges in the management of faculty development addressed in your institution?	/			
c. How are the rights and responsibilities of academic freedom defined within your organization? d. Does the definition make reference to professional development as a faculty responsibility? (Request support documents)	/			

EXPERT'S VALIDATOR'S COMMENTS

Try to merge or integrate some questions so the respondents can readily answer. Provide choices too from personal or individual, frequency or duration so they can be guided to answer 5 wh's +1 h questions: what, where, when, who, why and how. God bless you.

[REDACTED] (SGD)
Validator

APPENDIX F
SAMPLE LETTER AND INFORMED CONSENT FORM OF A SCHOOL HEAD

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
CONSENT FORM FOR PARTICIPATION IN RESEARCH ACTIVITIES

November 16, 2020

[REDACTED]
Principal
[REDACTED]

Dear Madam,

As one of the notable school head in a Filipino-Chinese school with considerable years of professional experience, you are cordially invited to participate in a research study conducted by **KATHEREEN F. FONTE** of the Philippine Normal University, entitled: **A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS**. Your participation is voluntary. Kindly read the given information about the study for your reference. Should there be questions that you do not understand or confused about, feel free to ask for clarification. Please take as much time as you need to read the consent form. You will be given a copy of this form for your records.

Purpose of the Study. The purpose of this research is to explore the perceptions of school leader/administrators and teachers on the faculty development practices in Filipino-Chinese schools, the challenges faced and coping mechanism in managing these activities and how it varies with certain institutional context, pressures, and emerging trends.

The goal is to create a faculty development program model that will provide educational leaders in Filipino-Chinese schools or other private schools with the information they need to align professional development policies and practices with research-based principles to create a culture of continual improvement.

The research questions include: (1) What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads? (2) What are the challenges in the management of faculty development programs in Filipino-Chinese schools? How are these challenges being addressed?

Study Procedures

If you agree to take part in this study, you will be asked a few demographic questions as well as a series of questions that is needed to address the research problem of this study which will be sent to you via your personal online account or in any form of your personal convenience. You will be asked to participate in an online interview (video/call) or in any of your preferred format at your own convenient time. The interview will be conducted in a semi-structured format using online platform like Google Meet, Zoom, or other messaging apps of your choice. Follow up interview may be requested from you to clarify responses to the questions. Each interview will be no longer than one hour.

You were selected as a respondent because you are a school leader in a Filipino-Chinese school with considerable years of professional experience. In addition, you have the level of experience and knowledge that is of central importance to this study. Rest assured that any information you share during the interview will be treated with utmost confidentiality. Information about your identity will not be collected or retained. This study may use direct quotes you stated, separate consent will be obtained. Though direct quotes from you may be used in the study, your name, and other identifying information will not be disclosed.

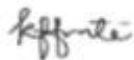
Taking part in this research study is voluntary. You may refuse to answer certain questions or you may withdraw from the study at any time. In which case, data collected before your withdrawal will be destroyed. This research is considered to be minimal risk. Potential risks may include loss of confidentiality on details about professional development practices in your institution that may be shared during the interview. However, privacy and confidentiality will be upheld through careful protection of the information. Your privacy will be kept through the use of pseudonyms. You will not be named in any reports of the results, or any reports that will be publish that would make it possible to identify you.

This research will contribute to the analysis of professional development practices in the Filipino-Chinese schools. The faculty development program model that will be created will guide

school leaders in these institutions in planning and providing opportunities of learning for their teachers that are research-based and link to continual improvement. Other people may benefit in the future from the information about professional development practices and program that comes from this study.

This study will be submitted as partial fulfillment of the study in Educational Management at the Philippine Normal University.

Respectfully yours,



KATHEREEN F. FONTE

Researcher

Noted by:

(SGD) INERO V. ANCHO, PhD

Adviser

CONSENT

I understand fully the above information and the given opportunity to ask questions. I agree to participate fully under the condition stated above.

Signed:  _____

Date: NOVEMBER 25, 2020

APPENDIX G

SAMPLE LETTER AND INFORMED CONSENT FORM OF A TEACHER

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
CONSENT FORM FOR PARTICIPATION IN RESEARCH ACTIVITIES

November 19, 2020

[Redacted Address]

Faculty, High School Department

[Redacted School Name]

Dear Sir,

As one of the notable educators in a Filipino-Chinese school with considerable years of professional experience, you are cordially invited to participate in a research study conducted by KATHEREEN F. FONTE of the Philippine Normal University, entitled: A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS. Your participation is voluntary. Kindly read the given information about the study for your reference. Should there be questions that you do not understand or confused about, feel free to ask for clarification. Please take as much time as you need to read the consent form. You will be given a copy of this form for your records.

Purpose of the Study. The purpose of this research is to explore the perceptions of school leader/administrators, current teachers and leavers on the faculty development practices in Filipino-Chinese schools, the challenges faced and coping mechanism in managing these activities and how it varies with certain institutional context, pressures, and emerging trends.

The goal is to create a faculty development program model that will provide educational leaders in Filipino-Chinese schools or other private schools with the information they need to align professional development policies and practices with research-based principles to create a culture of continual improvement.

The research questions include: (1) What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads? (2) What are the challenges in the management of faculty development programs in Filipino-Chinese schools? How are these challenges being addressed?

Study Procedures

If you agree to take part in this study, you will be asked a few demographic questions as well as a series of questions that is needed to address the research problem of this study which will be sent to you via your personal online account or in any form of your personal convenience. You will be asked to participate in an online interview (video/call) or in any of your preferred format at your own convenient time. The interview will be conducted in a semi-structured format using online platform like Google Meet, Zoom, or other messaging apps of your choice. Follow up interview may be requested from you to clarify responses to the questions. Each interview will be no longer than one hour.

You were selected as a respondent because you are a school leader in a Filipino-Chinese school with considerable years of professional experience. In addition, you have the level of experience and knowledge that is of central importance to this study. Rest assured that any information you share during the interview will be treated with utmost confidentiality. Information about your identity will not be collected or retained. This study may use direct quotes you stated, separate consent will be obtained. Though direct quotes from you may be used in the study, your name, and other identifying information will not be disclosed.

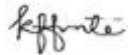
Taking part in this research study is voluntary. You may refuse to answer certain questions or you may withdraw from the study at any time. In which case, data collected before your withdrawal will be destroyed. This research is considered to be minimal risk. Potential risks may include loss of confidentiality on details about professional development practices in your institution that may be shared during the interview. However, privacy and confidentiality will be upheld through careful protection of the information. Your privacy will be kept through the use of pseudonyms. You will not be named in any reports of the results, or any reports that will be publish that would make it possible to identify you.

This research will contribute to the analysis of professional development practices in the Filipino-Chinese schools. The faculty development program model that will be created will guide

school leaders in these institutions in planning and providing opportunities of learning for their teachers that are research-based and link to continual improvement. Other people may benefit in the future from the information about professional development practices and program that comes from this study.

This study will be submitted as partial fulfillment of the study in Educational Management at the Philippine Normal University.

Respectfully yours,



KATHEREEN F. FONTE

Researcher

Noted by:

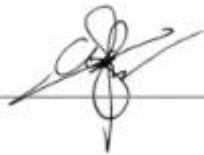
(SGD) INERO V. ANCHO, PhD

Adviser

CONSENT

I understand fully the above information and the given opportunity to ask questions. I agree to participate fully under the condition stated above.

Signed: _____



Date: November 22, 2020

APPENDIX H

SAMPLE LETTER AND INFORMED CONSENT FORM OF A LEAVER

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies and Teacher Education Research
CONSENT FORM FOR PARTICIPATION IN RESEARCH ACTIVITIES

November 17, 2020

[REDACTED]
Academic Department Head
[REDACTED]

Dear Madam,

As one of the notable school leader in a Filipino-Chinese school with considerable years of professional experience, you are cordially invited to participate in a research study conducted by KATHEREEN F. FONTE of the Philippine Normal University, entitled: A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS. Your participation is voluntary. Kindly read the given information about the study for your reference. Should there be questions that you do not understand or confused about, feel free to ask for clarification. Please take as much time as you need to read the consent form. You will be given a copy of this form for your records.

Purpose of the Study. The purpose of this research is to explore the perceptions of school leader/administrators, current teachers and leavers on the faculty development practices in Filipino-Chinese schools, the challenges faced and coping mechanism in managing these activities and how it varies with certain institutional context, pressures, and emerging trends.

The goal is to create a faculty development program model that will provide educational leaders in Filipino-Chinese schools or other private schools with the information they need to align professional development policies and practices with research-based principles to create a culture of continual improvement.

The research questions include: (1) What are the current faculty development practices in Filipino-Chinese schools as perceived by teachers and school heads? (2) What are the challenges in the management of faculty development programs in Filipino-Chinese schools? How are these challenges being addressed?

Study Procedures

If you agree to take part in this study, you will be asked a few demographic questions as well as a series of questions that is needed to address the research problem of this study which will be sent to you via your personal online account or in any form of your personal convenience. You will be asked to participate in an online interview (video/call) or in any of your preferred format at your own convenient time. The interview will be conducted in a semi-structured format using online platform like Google Meet, Zoom, or other messaging apps of your choice. Follow up interview may be requested from you to clarify responses to the questions. Each interview will be no longer than one hour.

You were selected as a respondent because you are a school leader in a Filipino-Chinese school with considerable years of professional experience. In addition, you have the level of experience and knowledge that is of central importance to this study. Rest assured that any information you share during the interview will be treated with utmost confidentiality. Information about your identity will not be collected or retained. This study may use direct quotes you stated, separate consent will be obtained. Though direct quotes from you may be used in the study, your name, and other identifying information will not be disclosed.

Taking part in this research study is voluntary. You may refuse to answer certain questions or you may withdraw from the study at any time. In which case, data collected before your withdrawal will be destroyed. This research is considered to be minimal risk. Potential risks may include loss of confidentiality on details about professional development practices in your institution that may be shared during the interview. However, privacy and confidentiality will be upheld through careful protection of the information. Your privacy will be kept through the use of pseudonyms. You will not be named in any reports of the results, or any reports that will be published that would make it possible to identify you.

This research will contribute to the analysis of professional development practices in the Filipino-Chinese schools. The faculty development program model that will be created will guide

school leaders in these institutions in planning and providing opportunities of learning for their teachers that are research-based and link to continual improvement. Other people may benefit in the future from the information about professional development practices and program that comes from this study.

This study will be submitted as partial fulfillment of the study in Educational Management at the Philippine Normal University.

Respectfully yours,



KATHEREEN F. FONTE
Researcher

Noted by:

(SGD) INERO V. ANCHO, PhD
Adviser

CONSENT

I understand fully the above information and the given opportunity to ask questions. I agree to participate fully under the condition stated above.

Signed:  _____

Date: November 21, 2020

APPENDIX I
CASE DATA CODING WITH ORAL TESTIMONIES

CODE	DESCRIPTION
TH	Theme
TH1	FD Gearing towards institutional excellence
TH1a	FD is holistic
TH1b	FD is aligned to vision and mission of the school
TH1c	FD leads to excellent and credentialed teachers
TH1d	FD is tied to performance appraisal
TH2	FD Synergizing the development of leaders
TH2a	Develop a leadership culture
TH2b	Implement a leadership strategy
TH2c	Create new leadership roles
TH3	FD Advancing the community endeavor
TH3a	FD mirrors the culture of the school
TH3b	Collaborative planning for FD
TH3c	Teachers as collaborative learner
TH3d	Institutional Support
TH4	FD bearing the responsibility of individual teachers and the school
TH4a	Teachers as lifelong learners
TH4b	Teachers became digital migrants
TH4c	School as Provider of FD
BA1	Mindset of Teachers
BA2	Institutional Support
BA3	Technological Concerns
BA4	Pedagogical Obstacles
BA5	Social Issues
ACH	Addressing Challenges
Fdir	Future Directions of FD
SHA/SHB/SHC	School Head A, School Head B, School Head C
TA, TB, TC	Teacher from School A, B. C
LA, LB, LC	Leaver from School A, B. C

CASE 2

CODE	DATA
T1A-TH1	○ The end goal of FD is student learning and school in terms of excellence ○ Types of FD is in-house and external seminars and graduate studies ○ FD offerings is needs-based either schoolwide or departmental
T1A-TH1	<i>“...when we develop a faculty development, most and foremost not only students should benefit from it but also the school.”</i>
T1A-TH1a	○ Moral character is embedded in spiritual well-being ○ Teachers should be developed hand-in-hand in spiritual and academics
T1A-TH1d	○ Attending in FD is part of performance appraisal
T1A-TH2a	<i>“Sa kin ano, dapat ayos yung relationship, I mean walang wall ang supervisor, teacher-supervisor, as much as possible bini-break ko yun. Kasi kung iko-coach mo ako at ipapakita mo sa kin na superior ka sa kin, parang susunod ako dahil takot ako, parang di mo sya magagawa ng maayos. Pero kung itetreat mo ako as level lang tayo, iko-coach mo ako kasi ate kita, kaya parang ganun po.”</i> (For me, the relationship should be good, there is no wall like “you are the teacher-I am the supervisor”, as much as possible I break that wall. Because if you are going to coach me as a supervisor, I will obey because you are my superior but I think the end result will not be well. On the other hand, if you will coach me as a colleague, we are on the same level, then it will be better.)
T1A-TH2b	○ Empower teachers, those who have specific skills ○ Empowering is a form of recognition for teachers ○ Succession planning must be in place
T1A-TH2b	<i>“...maybe it's Timothizing, like you have to train somebody, 'coz Ma'am you're not a leader if you are not leading somebody. So that when we leave or resign from our work, there is already somebody who is qualified or trained to take over.”</i>

T1A-TH2b-1	<i>“Kunwari kayo Ma’am, marunong ka po sa isang app na can make teacher’s work easy, bibigyan ka ng chance na turuan mo kami.”</i> (Ma’am, for example you are well versed in using an app that can make teacher’s work easy, you will be given a chance to teach your colleagues.)
T1A-TH2c	<i>“Kasi Ma’am, it’s like this. Kunwari nagturo ako, tapos ano ka supervisor, tapos balik sa teaching. Then high school supervisor. Tapos ayun na... dati iba yung title kasi, di ko ng alam ihh, nilalagyan na lang nila ng title. Ngayon, dahil sa accreditation, Research and Development na.”</i> (Ma’am, it’s like this. I teach, then I became a supervisor, then go back to teaching. Then I became the high school supervisor. Then this... before it was a different title, I am just given a title. At present I am in-charge of Research and Development created for accreditation purpose.)
T1A-TH3	○ There is no specific committee for FD ○ Team composed of principal, academic heads and HR plans FD based on perceived teachers; needs ○ Teachers suggest topics
T1A-TH3	<i>“... whether gusto ko to o ayoko nyan but the majority is yes, so I have to implement. Pag inimplement syempre kahit hindi ko yan type, ano babackupan mo sya. Babackupan ko kasi ito yung agreement namin. ibig sabihin teamwork kasi sya di ba?”</i> (...whether I agree or not but the majority is yes, so I have to implement. I will implement it and support, I will support the decision agreed upon by the group because it is supposed to be teamwork, right?)
T1A-TH3a	<i>“Ano yung vision mo? Ano yung mission mo? Not only for the students, dapat sa lahat, not only for the teachers but also for the staff. Kumbaga, yung secretary natin no? tulungan natin silang lumago”</i> (What is your vision, what is your mission? Not only for the students, but for all, not only for the teachers but also for the staff. For example, our secretary, we need to help her grow, too.)
T1A-TH3b	○ Promote collegial learning

	○ Instructional coaching is in place to bridge the gap in planning and delivery of lessons ○ There is a long-term plan for FD planned out by the team of principal, academic heads and HR and reported to the school board.
T1A-TH3c	○ Feedback from supervisors or academic heads to teachers
T1A-TH3d	<i>“They are given assistance, like books if needed, you can ask the principal. Admin also said that ‘you can use all the resources of school’.”</i>
T1A-TH4	○ Teachers who attend FD performs better ○ Some teachers who do not attend FD are stucked in doing the same things over and over again
T1A-TH4b	○ Teachers can learn or be trained in the use of technology
T1A-TH4b	<i>“Hindi naman kasi as she go along naman, matututo. Ako, I’m not a techie person, I just learned, we have to explore matututunan mo sya, it’s not necessarily that you are well verse when it comes to technology. Pero siguro, basic na yung paggamit ng computer. Pero when it comes to application, ah pano gumamit ng Google Drive, Google Classroom, kumbaga, they will learn habang ganyan, nagtuturo, yung mga paggamit ng apps nh nearpod, quizlet, padlet yung mga ganun.”</i> (No, as he/she go along, they can learn. Personally, I’m not a techie person, I just learned, we have to explore for us to learn, it’s not necessarily that you are well verse when it comes to technology. But has to have the basic know how on using the computer. But when it comes to application, how to use Google Drive, Google Classroom, they will learn while using it, same with using different apps like Nearpod, Padlet, Quizlet and the like.
T1A-TH4c	○ School is hesitant to invest on teachers in fear of being a stepping stone, since teachers can resign after being trained ○ School provides seminar with CPD units, tapped outside experts and subsidize half of the seminar fee of teachers
T1A-BA1	○ Issues and concerns for teachers: time to rest, family responsibility, conflict in schedule, workload ○ Some teachers are reluctant to give suggestions because they do not like to attend FD.

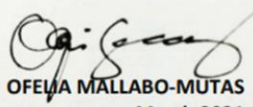
T1A-BA1	<i>“So that everybody can join, what we did then, we invited speaker to give lecture in the school. The school subsidize half of the cost, teachers paid the other half. Still, some teachers complained why the school did not pay for the total amount.”</i>
T1A-BA2-1	<i>“The dilemma Ma’am, when you train a new generation, new teachers, it will be just a stepping stone, after they study, bye, bye school. That is what we experience.”</i>
T1A-BA2-2	<i>“Ma’am, on admin part, you see that the financial support is limited, if you are going to study, the amount provided is not enough.”</i>
T1A-BA5	○ When it comes to parents’ complaint: investigate, talk to the teachers, update parents, do coaching, monitor and supervise ○ If no improvement, not rehired if probationary, otherwise teachers will be reassigned to other posts
T1A-BA5	<i>“Kasi, we need to verify, hindi lang tayo nakikinig sa parent, kahit papaano, babackupan mo si teacher sa harap ni parent, kasi hindi ka naman sure how true, so iverify mo yun.”</i> (We need to verify, not only listen to parent, you will give back up to teachers in front of the parent, since you are not sure how true is the claim, so verify first.)
T1A-ACH	○ Promote collegial atmosphere for good communication ○ Give clear intention ○ Work on their attitudes using Biblical perspectives ○ Show teamwork
T1A-ACH	<i>“Sinasabi ko ginagawa ko ito dahil mahal kita. Wala naman yatang admin na ano gusto mong i-pull down yung iba. As much as possible gusto mong umangat sila eh no. When you stay stubborn, pasaway talaga. As much as possible winowork-out ko yung attitude nila. Bilang kristyano.”</i> (I tell them, I am doing this because I love you. No administrator would want to pull others down. As much as possible, you want to lift them up. When they remain stubborn, as much as possible I will work-out their attitude as a Christian.)
T1A-Fdir	○ Focus on technology to update teachers’ skills and be at par with students who are tech savvy ○ Instill honesty to students due to issues of academic dishonesty

	○ Consider that Chinese parents put emphasis on achievements
T1A-Fdir	<i>“Focus tayo sa technology, papriority mo yung sa technology, wag ka muna sa content, sa technology ka muna. Kasi, they know their content di ba? Pero if they do not know how to use technology or explore paano nila maprepresent yun sa students, considering na kunwari online pa din tayo, considering ang ating platform ng education natin so dapat si teacher mas madami na syang alam, kasi Ma’am ang magiging problema jan, mas magaling yung estudyante.”</i> (Focus on technology, prioritize training on technology, not so with content. Of course, they know their content, right? But if they do not know how to use technology or explore how can they present lessons to students, considering if we are still online, considering platform of education is through the use of technology, teachers should enhance their skills to be better because the problem will be students are better than teachers.)

APPENDIX J
CERTIFICATE OF LANGUAGE EDITING

CERTIFICATION OF LANGUAGE EDITING

This is to certify that the Doctoral Dissertation entitled "***A FACULTY DEVELOPMENT PROGRAM MODEL FOR FILIPINO-CHINESE SCHOOLS***" prepared by Ms. Kathereen F. Fonte of the PNU Graduate School has been edited for proper English language and and has been found to be thorough and acceptable with respect to grammar and composition.

Signed:

OFELIA MALLABO-MUTAS
March 2021

APPENDIX K

CERTIFICATE OF COMPLIANCE

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1758 loc 750/751 ✉ eprdc@pnu.edu.ph 🌐 www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-020	
	Issue No.	01	
	Rev. No.	01	
	Date:	09-24-2018	
	Page	1 of 1	
EPR	CERTIFICATE OF COMPLIANCE	QAC No.	CC-09242018-027

BASIC INFORMATION

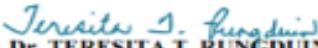
REC Code:	03262021-44
Title of the Research Project/Thesis/Dissertation:	A Faculty Development Program Model for Filipino-Chinese Schools
Researcher/Project Leader and Designation/Affiliation:	Katherine F. Fonte

The following items [V] have been received and reviewed in connection with the above study conducted by the above researcher/principal investigator:

- [] Thesis
- [✓] Dissertation
- [] Research Article in APA Format

And hereby certified that it has fully complied with the PNU Code of Research Ethics and Guidelines for Review as stipulated in the BOR Resolution No. U-2303 s. 2015.

Date of Issuance: **March 26, 2021**


Dr. TERESITA T. RUNGDUIN
 Secretary
 Research Ethics Committee


Dr. RENE R. BELECINA
 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

APPENDIX L

AUTHENTICITY RESULT



Philippine Normal University
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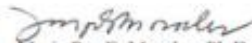
AUTHENTICITY RESULT

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Authenticity Report:

Similarity Report: 12%

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Marie Paz E. Morales, Ph.D.
Director



CURRICULUM VITAE

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EDUCATION

- PhD Philippine Normal University**
Major in Educational Management
Complete Academic Requirement
- MA Philippine Christian University**
Master of Arts in Education – Early Childhood Education
Education Units (18)
- BS Adamson University**
Bachelor of Science in Chemical Engineering

WORK EXPERIENCE

- Gideon Academy, Pasay City*
Supervisor for Elementary Department, 2016-present
- Plans, implements and supports activities and tasks geared toward the fulfillment of the school's vision-mission with the other units in the school
 - Spearheads and monitors curriculum development from planning to implementation
 - Approves quarter marks, list of honors or failure based on prescribed rules and regulations
 - Determines the assignment of teachers
 - Supervises and directs the teachers to attain the prescribed objectives
 - Evaluates the work performance of the faculty members
 - Proposes, plans and facilitates faculty development seminars and programs
 - Prepares the regular class schedule and summer class schedule
 - Promotes the improvement of library holdings, audio-visual

- materials, and other facilities for teaching
- Prepares the annual budget for the department
- Oversees the planning and conduct of school or division-sponsored activities and organizes fieldtrips for students
- Heads the committee that screens teacher applicants for the department
- Coordinates and prepares pertinent documents for submission to the accrediting or government agency
- Heads the discipline committee for the Elementary Department
- Coordinates school improvement efforts towards the attainment of the highest level of accreditation
- Performs special assignments and tasks assigned by the principal or chairman of the board

Gideon Academy, Pasay City

Teacher, Preschool & Elementary Department, 2007-2016

- Plans, implements and supports activities and tasks geared toward the fulfillment of the schools' vision-mission
- Demonstrates a thorough knowledge of the subject matter and curriculum
- Prepares and submits instructional materials on time
- Delivers instruction that results in active student involvement and appropriate student-teacher interaction
- Employs classroom management skills that create an environment conducive to student learning
- Applies developmentally appropriate teaching strategies
- Implements appropriate instructional technique
- Promptly checks and returns students' outputs
- Updates students record of grades regularly
- Collaborates with students, parents and other support personnel to meet the learners needs
- Evaluates subject curriculum and recommends necessary changes
- Attends promptly and participates actively in school meetings and programs
- Implements and upholds school rules and regulations
- Evaluates and recommends textbooks for the succeeding year to the academic head
- Looks after the well-being and safety of students and

- performs appropriate interventions when necessary
- Performs other functions assigned by the department/academic head
- Trains students for Math competitions

LICENSURE Licensure Examination for Teachers, 2006
Professional Regulation Commission