Filipino Teacher Professional Development in the New Normal

Inero V. Ancho[1], Gilbert S. Arrieta[2]

[1] *Philippine Normal University, Manila, Philippines*
E-mail: ancho.iv@pnu.edu.ph
ORCID: https://orcid.org/0000-0003-3893-037X

[2] *Philippine Normal University, Manila, Philippines*
E-mail: arrieta.gs@pnu.edu.ph
ORCID: https://orcid.org/0000-0002-2490-3330

Abstract
The Covid-19 pandemic has posed various challenges particularly in the education sector where the 'new normal' experience is all about online interaction and distance learning. As the health protocols enforce physical distancing measures, actual and personal interaction and engagements are limited. As teacher professional development (TPD) becomes a melting pot of best practices and strategies that work, teachers receive a perspective that helps them create their own professional vision. The findings of this study revealed that for teachers, TPD is a route to enhance and upgrade their knowledge and skills and professional growth, with teaching as a life-long learning process. Pre-Covid-19 TPD programs included initiatives on content, pedagogy and technology, action learning, graduate studies, leadership and management, and action research. During the pandemic, teachers were exposed to webinars and training on online teaching and learning, technological capacity, and mental health. Regardless of age and years of teaching experience, teachers have a mindset to grow in the profession and be better educators. They want to unlearn the old, and relearn new knowledge and skills because they want their students to learn according to their current needs and what the world needs in the future
Keywords: education, new normal, professional development, teachers, Covid-19, skills.

Филиппинские программы повышения квалификации учителей в условиях новой реальности

Инеро В. Анчо[1], Гилберт С. Арриета[2]

[1] Филиппинский педагогический университет, Манила, Филиппины
E-mail: ancho.iv@pnu.edu.ph
ORCID: https://orcid.org/0000-0003-3893-037X

[2] Филиппинский педагогический университет, Манила, Филиппины
E-mail: arrieta.gs@pnu.edu.ph
ORCID: https://orcid.org/0000-0002-2490-3330

Аннотация
Пандемия COVID-19 создала различные проблемы, особенно в секторе образования, где «новая реальность» связана с онлайн-взаимодействием и дистанционным обучением. Личное взаимодействие и контакты ограничены из-за принятых мер по социальному дистанцированию. Программы повышения квалификации позволяют учителям совершенствовать свои компетенции в освоении лучших практик и эффективных стратегий обучения. Результаты настоящего исследования показали, что для учителей повышение квалификации – это возможность обучения на протяжении всей жизни, путь к профессиональному росту. Программы повышения квалификации до COVID-19 предусматривали мероприятия по следующим темам: педагогика и технологии, приёмы активизации обучения, последипломное образование, лидерство и менеджмент, исследование в действии. Во время пандемии учителям были предложены вебинары и тренинги по онлайн-обучению, технологическим возможностям и психическому здоровью. Независимо от возраста и педагогического опыта, преподаватели настроены на профессиональное развитие, стремясь быть лучшими педагогами. Они хотят овладеть новыми знаниями и навыками, соответствующими реальным потребностям их учеников мира в целом.
Ключевые слова: образование, условия новой реальности, повышение квалификации, учителя, COVID-19, навыки.

Introduction

The contemporary teacher education landscape highlights efforts to advance professional learning as a prime contributor to effective teaching and learning. These are seen to be at the core of improved teaching performance which yields favorable results in forms of student achievement and professional practice. Teachers are key drivers of research-based teaching methods as they demonstrate theoretical underpinnings of principles and models of successful teaching and learning processes. According to Darling-Hammond et al., (2017), achieving student competencies requires refined practices in terms of teaching forms. As a profession, teaching entails continuous quest for growth and learning (Bates & Morgan, 2018). Teachers' professional learning brings refined and enhanced approaches towards effective practice. In the time of the Covid-19 pandemic, Triviño-Cabrera et al. (2021) noted the great challenges faced by teachers brought about by the health crisis in relation to technology and access. The expected emergency remote shift in the context of education was anticipated to be brief in nature. Plans and programs have been developed as the pandemic continues to disrupt the teaching and learning process (Hartshorne et al., 2020).

As a "major priority policy," (Misra, 2018), teacher professional development (TPD) significantly impacts classroom-level curriculum implementation context while at the same time refines strategies in relation to teaching practices and student outcomes. A study focused on special education by Cooc (2019) revealed that out of 38 countries, 27 have TPD as a priority. The concept of TPD encompasses numerous models and rationale and the crucial initiative lies on school and education leaders and policy experts to craft TPD programs and projects that are responsive, and needs based. A study by Fischer et al. (2108) positively identified the influence of TPD towards instructional practices at the classroom level.

To ensure systematic, organized, and well-planned and implemented TPD, its purpose and concept needs to be explicitly defined. The need to clearly identify the key features of TPD brings significant focus in program development, planning, implementation, and eventual evaluation since according to Merchie et al. (2018), evaluation as an aspect of TPD still remains to be explored in the education spectrum. According to Woodcock and Hardy (2017), teachers take part in numerous practices related to TPD, classified as formal and informal variations.

To achieve beneficial gains in teacher practice and students' academic achievement, TPD needs to possess elements that contribute to its success based on theory-based arguments and research-grounded rationale. The following elements are found to be facilitators of the teacher learning processes: "learning opportunities, collaboration among colleagues, support from management, and autonomy to decide what to learn" (Louws et al., 2017). In time of disruption and pandemic, Lockee (2020) noted that changes in teacher mindset regarding their own professional practice, along with various elements, can impact on the much-needed professional development mechanisms in place.

TPD content is deemed crucial as it is aligned to what the curriculum requires teachers to possess. According to Shernoff et al. (2017), TPD requires concentration on content elements and standards. The focus on that need is vital. Thus, TPD is responsive to teachers' needs. Putting a premium on teachers' capacity to enact written and abstract instructional strategies they think would work, would provide further avenues for professional learning and growth. This way, their practice becomes a narrative of what they believe would work and deem effective. Instructional coaching has been established as an effective approach to TPD (Desimone & Pak, 2017).

The Covid-19 pandemic has posed various challenges, particularly in the education sector as the experience now is all about online interaction and distance learning. As the health protocols the implementation of physical distancing measures, actual and personal interaction and engagements are limited. Major and Watson (2018) conducted a study on how videos support TPD given its nature and increased utilization. Similarly, Philipsen et al. (2019) investigated online and blended learning in relation to TPD. Various models, such as digital content evaluation, of TPD significantly impact technology integration (Xie et al., 2017) especially in an era where teaching and learning is highly dependent online. Consequently, some teachers have resorted to online means to find their own way amid the emergency shift in education (Carpenter et al., 2020). Interestingly, a study by Hassler et al. (2020), concluded how digital poetry served as a vehicle for professional development as teachers affirmatively expressed willingness to be engaged in such activity.

Greenhalgh and Koehler (2017) utilized an online platform in a study to provide real-time professional development assistance to teachers, which was later found to be beneficial and effective. As a responsive program, TPD should advocate collaboration and cooperation among the individuals concerned, through online modality. The concept of collaboration should be at the core of the program so that teachers can find a niche to share and support their own ideas and shape how they can learn professionally from

others. TPD is advanced as teachers collaboratively learn from each other (Thurlings & den Brok, 2017). By doing so, professional learning communities emerge and TPD remains, not just as a program but as a habit that showcases professional practice, desire, and ambitions both for the teachers and students, and the education system in general. Similarly, Donitsa-Schmidt and Ramot (2020) recognized how teachers sought TPD assistance in advancing their capacity in integrating technology and teaching during the Covid-19 pandemic which resulted to the ability to utilize varied strategies and tools.

According to Carrillo and Flores (2020), the current shift to emergency remote teaching and online modality leads to cues in polishing contemporary practices while making sure that these efforts are deemed effective. Great attention should be given to TPD investment, especially in the time of pandemic, so teachers upskill their pedagogical strategies, delivered online or not (Rapanta et al., 2020). As teachers navigate their way towards practices during the pandemic, they also experience anxiety in relation to Covid-19, anxiety, and communication, and support (Pressley, 2021).

As TPD becomes a melting pot of best practices and strategies that work, teachers are given the perspective that helps them create their own professional vision. These experiences become vital stepping stones leading towards reinforcing mentor-mentee collaboration and relationships, provision of support and assistance, and actively responding to whatever needs that may be identified. While the collaboration highlights gain for the mentee, the mentor also benefits from the process (Van der Klink et al., 2017). In a study by Chung-Parsons & Bailey (2019), autonomy-supportive interventions were seen to create a positive impact on teacher motivation. Also, collaboration, community, and context are seen as core ingredients, shaping TPD in terms of impact and effects (Bowe & Gore, 2017). Overall, the TPD's direction leads to one grand inquiry involving the teacher: *"how can I improve my practice?"* It is high time to provide teachers and pre-service teachers with support and development efforts related to ICT, communication, and other aspects (Konig et al., 2020).

TPD practices in the Philippines in the pre-pandemic times have been explored in various studies at different levels of engagement. According to Ebaeguin & Stephens (2014), lesson study offers promising gains as a vehicle towards teacher professional development provided the approach is sensitive to cultural challenges towards effective implementation. Lack of training related to professional development is seen as the root cause of stagnant interest in assuming school leadership roles (Alegado, 2018). A study by Irembere (2019) noted that Filipino teachers are only seen as "implementers of the curriculum" and recommended strongly that they should be found at the core of curriculum design and development processes. These areas can be seen as promising attempts in planning TPD for Filipino teachers. In a similar study, Gutierrez and Kim (2017) found four elements being nurtured as teachers are engaged in research to enhance their own instructional practices: collaboration, sustainability, trust, and commitment.

Bongo and Casta (2017) concluded how Filipino teachers experience emotional and occupational stress due to their work as these create implications on personal and professional development spectrum. Teacher leadership highlights teachers' capacity to offer solutions to issues encountered as the process spotlights those who model desired leadership characteristics (Oracion, 2014).

TPD as a growth and development mechanism requires serious attention as it evolves around a teacher's professional practice and personal concerns. Good teachers are trained, and students' achievement is also dependent on the teacher's capacity to profess what has been found to be effective in theory and practice. Even before the outbreak of COIVD-19, TPD programs were found to be a challenging area which needs to be overhauled and revisited as the voices from those who directly impact the practice need to

be given consideration. The need for relevant and timely TPD programs has been elevated as the entire education systems shifts into emergency remote teaching. Thus, teachers need to be given the capacity to help them navigate the contemporary challenges brought about by the pandemic.

This study is an attempt to explore Filipino teachers' conceptual understanding of TPD, pre- and during the Covid-19 pandemic. It focuses on the teachers' actual participation in TPD initiatives, and how they picture the conduct of TPD in the new normal. The argument is consistent with Atapattu et al. (2019) who stated that effective TPD involves teachers as "active learners and content co-creators". In the case of music education teachers, the challenge remains as TPD in the context have fallen short in identifying what comprises a quality program (Bautista et al., 2017). Eventually, through this study, inputs towards TPD learning design are explored as this contributes to achieving innovations in the education sector (Asensio-Perez et al., 2017).

The study centers on the experiences of Filipino teachers in their TPD, especially during the pandemic. Specifically, it aims to present the varied conceptual understanding of teachers regarding TPD as it delves into the rationale of TPD being a significant aspect of one's teaching practice. It also aims to list the kinds of TPD engagement in which Filipino teachers have participated before and during the pandemic, which is then linked as to how the experiences have shaped their professional practice. This study also serves as an avenue to gather the voices of Filipino teachers on TPD program which they deemed timely and relevant but not given attention to. Lastly, it is the aim of this paper to capture the ideas from those in the field as to how TPD programs should be planned and designed.

The study places its significance in capturing the voices of teachers that highlight effective elements and characteristics that support professional growth. In the context of the Philippine education landscape, the study is a contribution to the limited local literature by recognizing how existing TPD programs are found to be effective, as well as providing inputs in the enhancement of future attempts. It is expected that significant inputs of the study contribute to raising the discourse of TPD, not just as an initiative but an academic and professional gathering towards improved practices in the classroom and beyond.

Methodology

Phenomenological design through open-ended questionnaires was used to conduct the study. Phenomenological research is a strategy of inquiry in which the researcher identifies the essence of human experiences about a phenomenon as described by participants. In this process, the researcher brackets or sets aside his or her own experiences to understand those of the participants in the study (Creswell & Creswell, 2017). With this, the researcher was able to develop the description of the Filipino teachers' shared meanings in relation to their TPD experiences, while highlighting its commonality (Creswell, 2007). Phenomenological methods are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. Adding an interpretive dimension to phenomenological research, enabling it to be used as the basis for practical theory, allows it to inform, support or challenge policy and action (Lester et al., 2009). Therefore, the research design serves as a suitable measure to capture the ideas and experiences of Filipino teachers as they seek professional growth through TPD, before and during the Covid-19 pandemic. According to Bogart (2017), creating a clearer picture to understand the phenomenon will contribute to addressing the gaps in research and to offer inputs towards improvement, which in the case of the present study points to teachers' professional development. As a design that captures the experiences of a "select few" regarding specific phenomenon (Creswell, 2007), the study tried to present

the "living worlds" of the participants eventually exposing their personal significance in relation to the experience (Johnson & Christensen, 2012).

The participants' demographic profile can be found on Table 1. Participants were asked to answer the survey based on the following inclusion criteria:

1. had been teaching for three or more years,
2. had experienced attending TPD session before and during the pandemic,
3. teaching in either basic or higher education levels.

Relative to the participants' experiences on TPD programs, it was assumed that they possessed significant inputs to enhance currently implemented TPD programs.

Initial sampling of participants was done through the researchers' network in a teacher education institution based in Manila, Philippines. The survey link was then posted in various online community groups of Filipino teachers with great emphasis on inclusion criteria prior to participation. Attention was also given to the diversity of the participants coming from various practices of education levels. With the visible presence of teachers' group online, participants' sampling of the present study became a contributory element to response rate (Fan & Yan, 2010). Moreover, the sampled population, being ultimately gathered through online means provided vital inputs to the process of the research since these groups of people can navigate the internet (Saleh & Bista, 2017). Moustakas (1994) mentioned that while there are no formula and rules for sampling participants, the following must be fulfilled: experience of the phenomenon, provision of experience description, willingness to share experience, agreement to participate in the study. All these characteristics are seen to be clear in the nature of the sampling of participants of the present study.

From an initial participation of twenty-five (25) teachers, it reached a total of forty-four (44) participants. The researchers decided to ask more teachers to participate because it had not reached the saturation point. Likewise, considering the purpose of the study, which was to contribute to the limited local literature on TPD and provide inputs in the enhancement of TPD, more data had to be gathered. While saturation determines most of the qualitative sample size, other factors that can dictate how quickly or slowly this is achieved in a qualitative study. It suggests that the aims of the study are the ultimate driver of the project design, and therefore the sample size (Charmaz, 2006).

Since the period of research was under the strict community quarantine guidelines, face-to-face interaction is prohibited, thus, an online platform was utilized to gather the data. The research instrument was sent to five experts for validation. Expert-validators were affiliated in the field of educational leadership and management, human resource management, teacher education, and research. To be able to finalize the research instrument, all comments and suggestions raised during the validation stage were considered and integrated according to the aims of the study. The following are the sample items in the research instrument:

1. *What is your conceptual understanding of Teacher Professional Development?*

2. *What particular TPD program do you think is timely and relevant for Filipino teachers that **is not** given attention? Why do you think this aspect lacks attention?*

With the use of an online survey platform, the responses were collated in a database using a document processor. The database contains the participant number and demographic information together with their response to each item in the research instrument. For each item in the survey, responses were flagged with a code to capture the ideas of the participants. These codes were then used to build up the categorization phase in analyzing the data. The codes were then transformed into categories, relevant themes were formed by the proponents of the study as informed by data analysis. Phenomenological research uses the analysis of significant statements, the generation

of meaning units, and the development of an essence description. The detailed analysis begins with a coding process. Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (Creswell, 2007).

In line with the identified research inquiries, the researcher strictly observed ethical protocols in relation to the conduct of the study. The participants of the study were made aware of the nature and objectives of the research prior to the conduct of the survey. Through an online platform, all the participants accomplished an informed consent form which stated their voluntary participation, having no incurred ethical and safety risks to both the participants and the researchers. The data gathered was treated with utmost confidentiality with the agreement that these are used only for this study. The participants received no compensation or monetary benefits in relation to their involvement in the study. Table 1 presents the profile of the study participants:

Table 1. Demographic profile of the participants

Age		Gender		Years in the teaching profession		Academic level of teaching assignment	
21-25	7	Male	14	1-5 years	13	Early Childhood	3
26-30	6	Female	30	6-10 years	10	Basic Education	34
31-35	7			11-15 years	7	Higher Education	7
36-40	12			16-20 years	6		
41-45	3			21-25 years	4		
46-50	4			26 years and above	4		
51-55	5						
Total	44	Total	44	Total	44	Total	44

Results and discussion

The teachers agreed that Teacher Professional Development is needed for everyone to grow in the profession. It is already in the system that various activities related to TPD are provided. Based on the research questions, the following are the results and discussion on the TPD:

Conceptual understanding of TPD

TPD is already integrated in the education system particularly in terms of the faculty development program. With this, Table 2 shows the conceptual understanding of the participants of TPD.

Table 2. Conceptual understanding of TPD

Main concept	Specific concepts	f
Enhancement and Upgrading of Knowledge and Skills (EUKS)	• Upskilling and Reskilling • Updating of knowledge • Development of content, pedagogical and technological skills	18
Professional Growth (ProG)	• Attendance to training and seminars • Graduate school or continuing education • Improvement of performance • Teacher advancement	25

Teacher professional development: towards being better teachers

Professional development should be just as dynamic as the education its participants are expected to provide (Matherson & Windle, 2017). Believing that teaching and learning continues to evolve, teachers agree that they always must make themselves relevant and responsive to the needs of the students. Their conceptual understanding of TPD is about enhancing one's knowledge and skills. They cannot simply teach the way they were taught and keeping oneself updated on the current trends and issues in education is a must. A participant teaching in junior high school said that:

"I cannot simply rely on what I have learned in college. I have unlearn[ed] and relearn[ed] in order to become a better teacher for the present and future of education." (PJHS15)

Another participant, teaching in college pointed out that:

"It is an ongoing process to improve teachers in performing multi-faceted tasks of teachers in a variety of domain like institutional, intellectual, personal, social, pedagogical, etc." (PHE25)

In order to become better teachers who are responsive to the needs of the times and the learners as well, they have to attend training, seminars, workshops, and graduate studies. They know that it is part of the responsibility of the teacher to seek new knowledge and develop new skills. Growing in the profession means producing better learners. According to Darling-Hammond, et al. (2017), effective professional development is structured professional learning that results in changes in teacher practices and improvements in student learning outcomes.

In the last ten years, many developments happened in education, primarily brought about by technology. Teachers have to adapt and keep themselves abreast of current developments including emerging practices. It is not just about being attuned with the present but more importantly becoming relevant in the future. Therefore, TPD is all about becoming better educators who will make sense and provide meaning in the lives of the learners. A participant teaching in grade school emphasized that:

"Teacher Professional Development is an integral part of growth of a proficient to highly proficient teacher. It provides an avenue for teachers to gain additional knowledge for them to apply in the teaching and learning process." (PES2)

Initially, teachers say that TPD is all about attendance at seminars, training, and graduate classes. The teaching profession compels them to take part in professional growth. It appears to be a requirement that they must comply. However, their conceptual understanding is much deeper contrary to some initial perceptions. Teachers want to grow and become better because they care for their students. They cannot simply do what they did twenty years ago for the type of learners in the past are not the same type of learners today. A participant who has been with the teaching profession for more than twenty years specifically in senior high school emphasized that:

"It means empowering and equipping teachers to become effective and efficient catalysts of change. TPD is one avenue to make teachers accomplish their mission of training and mentoring the nation's future leaders." (PSHS3)

TPD as professional growth brings about positive change and optimism in the lives of the teachers. They want to become better teachers every year and TPD can assist them in accomplishing it.

Significance of TPD

Teachers value TPD despite the challenges and requirements it may bring. Without it, growth is impossible. Being life-long learners, teachers consider TPD as significant in the teaching profession that can be gleaned in Table 3.

Table 3. Significance of TPD in the teaching profession

Significance TPD	Key points	f
Teaching is a Life-long Learning Process (LLP)	• Continuous development of knowledge and skills • Updating of latest educational trends and practices • Adapting to the ever-changing environment	24
Personal Growth (PerG)	• A moral responsibility • Growth as a human person	13

Unlearn and relearn

Unlearning is about moving away from something - letting go - rather than acquiring. It is like stripping old paint. It lays the foundation for the new layer of fresh learning to be acquired and to stick. But like the painter who needs to prepare a surface, stripping the paint is 70% of the work while repainting is only 30% (Warrell, 2014). Teachers believe that TPD is significant in the teaching profession because it keeps them updated on the latest and future trends in education. Moreover, they believe that teachers are perpetual learners who must unlearn and relearn to make a meaningful impact to their learners. A participant who has been teaching for more than ten years in the junior high school shared that:

"There will always be new ways on how to teach and learn. In most cases, a new one is more effective than the previous because of our changing environment. A teacher much always be ready to embrace new learning, not only for himself, but for his students." (PJS26)

Teachers, as one of the agents or facilitators of knowledge transfer, should always update and adapt to these new knowledge and new practices. Whether they like it or not, teachers will be required to attend training and seminars. Some might be even forced to take graduate studies. Due to their many personal and professional responsibilities, they seem to give less importance to professional growth. Deep inside, teachers know that professional development is very important in making them transformative educators, and that experience alone is not enough. Experience does not lead directly to better instruction. Enhancing skills, knowing strategies, and understanding content and how to unpack that content in ways that students can understand - these are aspects of teaching that can be learned and improved upon (DeMonte, 2013).

Contrary to the saying that 'you cannot teach old dogs new tricks,' teachers have been trained that no matter how old you are in the profession, you can still learn not only from experts but also from young teachers and school leaders. Teachers are open to changes because learning only stops when you are dead. Take technology as an example. When typewriters were about to be replaced by computers, middle-aged teachers took it as a challenge to learn how to use computer. Eventually, when technology became one of the most important tools in teaching and learning, teachers were able to adapt. They unlearned because they must relearn new knowledge and skills whose basic foundations are their

previous learning. In other words, they must make some twists in their knowledge and skills in teaching to make them responsive to the present needs of learners. A participant who has been teaching in grade school for more than fifteen years clearly pointed out that:

"New knowledge and new practices are continuously being discovered and developed. Teachers, as one of the agents/ facilitators of knowledge transfer, should always try to update and adapt to these new knowledge and new practices." (PES27)

Since the world is changing everyone should adapt to it especially the teachers who are instrument in imparting knowledge to the younger generations. Unlearning and relearning will also take place not only in training and seminars but also in professional learning communities. When teachers are provided with time to discuss their learning and experiences with each other, they are able to gain new insights and have their experiences validated by others. Taking what we know from adult learning theory, we can assume that transformative learning happens when adult learners have opportunities to interact with other learners, have time to talk, are able to reflect and make sense of their learning in relation to their prior experiences, and can connect the learning to their own contexts, purposes, and needs (Kelly & Cherkowski, 2015).

As teachers unlearn and relearn, they not only grow in the teaching profession but more importantly they grow as a person. Through TPD, they can reflect more deeply, not only about their life as professional teachers but more importantly as a human being. TPD is a moral obligation because teachers should take the initiative to grow in the profession. This is a true sign of a dedicated educator who seeks to be better to be relevant. A teacher who has been teaching in college for more than ten years shared:

"Because regardless of the number of years in the field of teaching, I realized that it is a moral responsibility, and professional obligation to upgrade oneself, especially if provided with possible opportunities." (PHE28)

Another high school teacher pointed out:

"As teachers, we continually improve ourselves to become better if not the best in our chosen field. We become the best as a person who contribute even a little to make our world better." (PHS30)

Personal development or self-development refers to possessing personal strengths and characteristics that aid teachers define and make sense of their teaching practice and of themselves as individuals. This is through developing the necessary life skills that can help them grow in and outside their profession. Because teachers' professional role can be affected by their personal-life factors, they need to develop certain life-skills related to their personal life. These can include balancing their professional and personal lives, coping with family pressure, stress and negative emotions (like anger, sadness, etc.), making effective decisions concerning their health, etc. Personal development is a powerful tool to reach a well-defined and healthy sense of self as teachers (self-concept enhancement), which can result in positive self-esteem and self-confidence. Besides, it enables teachers to recognize, understand and manage their emotions through good intrapersonal skills (Djoub, 2018).

TPD before and during the Covid-19 pandemic

Whether or not sent by the school, teachers will welcome any opportunity for personal and professional growth. As life-long learners who are ready to unlearn and relearn knowledge and skills, they will engage in activities that will make them better educators regardless of the situation. Table 4 shows the TPD sessions that they attended before and during the Covid19 pandemic.

Table 4. TPD before and during the Covid19 Pandemic

TPD before Covid19 pandemic	
Seminars/Training	*Description*
Content, Pedagogy, Technology and Effective Teaching (CPTET)	• Training and Upgrading of Knowledge and Skills on Content, Pedagogy, and Technology for Effective Teaching
Learning Action Cell (LAC)	• Collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC leader
Graduate Studies (GS)	• Enrollment in graduate school
Leadership and Management (LM)	• Enhancing leadership and management knowledge and skills
Action Research (AR)	• Learning knowledge and skills in conducting and writing research
TPD during Covid19 pandemic	
Seminars/Training	*Description*
Online Teaching and Learning (OLT)	• Online Content, Teaching Strategies, and Assessment
Technological Capacity (TechC)	• Use of different online applications and websites for classes
Mental Health (MH)	• Knowing and understanding mental health concerns of students
Graduate Studies (GS)	• Enrollment in online graduate school classes

Continuing professional development, webinar and graduate studies are essential

Every year, Filipino teachers are provided with at least one professional development activity by the school. Some teachers are sent to local and international training and seminars. Aside from this, teachers also take initiatives to grow professionally such as enrolling in graduate studies and seeking appropriate seminars. While their professional development is about themselves, they believe that this more about the learners and the country. If education needs creativity and innovation, it must start with the teachers through professional development which is a primary vehicle in the effort to carry out the education reforms successfully (Tran et al., 2020).

The school administration ensures that teachers are continuously engaged in professional development through in-service training programs (INSET). The professional learning community or learning action cell (LAC) is an avenue for teachers to reflect, share, and gain new insights in teaching. Graduate studies provide an opportunity to learn more about the teaching profession and the needed qualifications for professional growth. A participant who has been teaching in high school for more than ten years shared:

"Graduate studies provide me new theories while Learning Action Cell sessions give me opportunities to acquire new practices. With these two TPD sessions, they both help me to bridge the gap between theories and practice." (PHS34)

Another participant who has been in the teaching profession for more than twenty years and a professor in the graduate school pointed out that:

"The TPD sessions help me how to design program for teacher trainers on professional development and learned new teaching strategies to help struggling learners." (PHE33)

All participants attended at least two professional development sessions before the Covid-19 pandemic which are related to content, pedagogy, technology, and effective teaching, learning action cell, graduate studies, leadership and management, action research. Their enthusiasm to learn and improve in their craft is similar to the findings in a study on professional development. The study revealed that teachers′ attitudes toward professional self-development were high and positively correlated to teacher reflective practices. Teachers′ attitudes direct their behaviors toward reflecting on classroom practices and improving performance.

It is possible that teachers who possess more positive attitudes toward teaching have gained knowledge through the internet which is easily accessible as well as due to the changes and transformations currently occurring in teachers′ roles as a natural response to the challenges posed by the 21st century (Gheith & Aljaberi, 2018).

When the Covid-19 pandemic forced everyone to stay home and classes had to be continued through different modalities and primarily online delivery, it did not prevent teachers from engaging themselves continuously in learning and developing new skills. They enrolled in graduate studies to learn more about emerging theories, most especially those that will guide them in online teaching and learning. Since the use of technology is inevitable in teaching and learning during the lockdown, teachers prepared themselves by attending webinars on education and technology. They did not waste time in finding the most suited webinar for their technological needs. Many took the initiative to be ready for online classes by personally preparing for it. They helped each other by sharing their knowledge, skills, and expertise in technology. A participant teaching in the grade school department shared:

"I attended webinars and online training of kindergarten and special education teachers on the essential skills and strategies to support the parents in the conduct of home-based learning. I gained more knowledge in these webinars that I became more advanced in making lessons, videos and more. And it also made me realize that I should help my less techy friends especially nowadays." (PES29)

Another participant said:

"During the lockdown, I attended sessions on the use of Canva as online platform, and webinars on distance learning. In a way, they are very helpful because I get to explore on matters which are not part of my comfort zone. And technically very essential to online learning, though processes are very challenging but eventually they are easy to stimulate." (PES10)

An earlier study revealed that self-directed, un-structured professional development communities which provide pedagogical resources and opportunities for teachers to connect are useful for supporting teachers that are new to remote teaching and learning (Hartshorne et al., 2020). In fact, a participant who has been in the teaching profession for more than fifteen years shared that she attended sessions on the use of Canva as online platform and webinars on distance learning. It helped her to explore technological matters which are not part of her comfort zone. She added that the processes are very challenging but eventually they are easy to stimulate.

Technology is here to stay and has been making a very strong impact every year in education. The eagerness of the teachers to learn must never be underestimated for it will lead to ensuring more and better professional development programs that are responsive to the needs of the future generation. After this pandemic, teachers will play new roles. Therefore, the future of learning requires carefully generating the new roles teachers must play in online and blended learning (OBL) and an international perspective in both TPD and faculties of education will help to build resilient education systems for the long term (Portillo & de la Serna, 2020).

Continuous teacher professional development is a must for all educators regardless of the situation like the Covid-19 pandemic. Teachers will always think, attend, and learn from seminars and training including graduate classes for these are the primary avenues for their growth as agents of learning. Learning should not stop for education is always evolving.

Timely and relevant TPD programs: supporting the mental wellbeing of teachers, and flexibility in teaching in the new normal

School heads ensure that teachers are provided with the timely and relevant seminars and training for their professional growth. Before and during Covid-19 pandemic, teachers attend seminars that will provide them new insights and develop new skills in their profession. However, most of the training and seminars that teachers participate are about teaching strategies, curriculum development, classroom management, assessment, and technology. There are very few seminars that address the mental health concerns of teachers. In private sectarian schools particularly Catholic schools, an annual retreat is held to nourish the faith and spirituality of teachers. The spiritual retreat also covers the mental and emotional health of teachers including strengthening relationships with each other. As found in a study, the principal purpose of the retreat is developing relationships. The teachers felt that in contemporary society, the ability to have meaningful relationships with others was constantly being eroded by the "busyness" of life (Tullio, 2009).

Filipino teachers are always pre-occupied with accomplishing voluminous school requirements excluding their teaching load. The stress and burden that teachers carry everyday need to be addressed not only through lessening of requirements but also through daily greetings to know their present situation. Before the start of school year 2020-2021, the preparations were about curriculum, technology, teaching strategies, and other requirements. Were there mental health or emotional preparations provided for them? The focus was more on their responsibilities and less on their mental well-being. Online teaching and learning is stressful and mentally exhausting. A participant who has been teaching in high school for almost ten years shared:

"Aside from enhancing the skills of teachers in the delivery of instruction, another aspect that should be included in a TPD program is improving their mental health. Teachers would be more productive if they are in good mental health." (PHS39)

Another participant teaching in grade school said:

"I believe that the general wellness of an educator's physical and mental condition plays a big role in becoming an effective teacher." (PES8)

When a teacher performs his/her duties at home, he/she is also exposed to his/her domestic concerns. The combination of all the school and domestic duties, makes it very hard for teachers to deal with them effectively. There should be a balance in the things that they do as teachers in this pandemic. A participant teaching in high school pointed out that Filipino teachers must have more stress management webinars. They said:

"I think Filipino teachers must have more stress management webinars. It's almost a year since we've had the chance to be teachers who are trained to be in a regular set-up in the classroom. It is a herculean task to be a teacher nowadays when you are not sure if all your effort will ensure that your students will be learning. This is a sink or swim situation especially in the first few months of the pandemic. But as real troopers, Filipino teachers readily accepted and faced the challenge." (PHS23)

Another participant who has been teaching in college for more than fifteen years emphasized mental health by saying that improving the mental health of the teachers should be included in the TPD program because teachers would be more productive if they are in good mental health. They said:

"Filipino teachers nowadays have sadly been involved in various societal and relational conflicts. They have also been suffering and struggling with stigma related to their mental health, wellbeing, identity etc. This could stem to a lack of proper values (re)formation in them. Just as policemen are given moral recovery programs, I do believe that teachers need that too. Moreover, they need access to counseling and mental health, wellness initiatives as they continue to bear the burden and challenges that the new normal brings on their mental health, identity, and character." (PHE19)

When teachers are mentally stressed, the students are also affected. When their well-being is compromised, so are students' academic gains, behavioral actions, and social-emotional development. In addition, when teachers leave the field due to professional stress and burnout, it impacts the educational profession (Kratt, 2019).

Another aspect of the TPD program that must be given attention is flexibility in teaching in the new normal. After the online seminar and training, teachers unconsciously migrated the ideas of face-to-face teaching and learning to the online modality. It seems that the mindset on teaching and learning has not changed. Teachers feel that there are more requirements including the responsibilities that they have to fulfill. Adjusting and adapting to the new normal in teaching and learning requires time and careful understanding of the process. For example, one of the relevant questions raised is authentic online assessment of students' learning because it is very prone to academic dishonesty. One participant said:

"Assessment of learner for this new normal is really relevant and timely. But least attention given because it's hard to deal with this right now." (PES7)

But little attention is given because it is currently hard to deal with. Although assessment is important and has been in place for a long time in online computer-based

assessment, online assessments have been less practiced. This is because of the issues of validity, reliability and dishonesty.

During the Covid 19 pandemic, the educational environment has taken a paradigm shift in many medical schools, both nationally and internationally. This situation demands a method of assessment that is safe, valid, reliable, acceptable, feasible and fair. The educationally advanced countries had embraced these techniques earlier. So, they faced less difficulty in imparting education online in Covid 19 pandemic as compared to us where lack of resources, infrastructure, training, and acceptability had hindered this form of education for a long time. It's time to move in the right direction by adapting technology enhanced learning and assessment for our educational system (Khan & Jawaid, 2020).

Planning and designing TPD programs: ask, collaborate, and contextualize

Teachers want to become better educators. Above all, they want to stay relevant and connect with their students. A teacher may grow in wisdom as they gain more experience in teaching but their development through formal learning engagement will make them the teacher that the students need. Professional development is an important strategy for ensuring that educators are equipped to support deep and complex student learning in their classrooms (Darling-Hammond et al., 2017). TPD must be designed to meet the needs of the teachers in terms of knowledge and skills. It is important teachers are asked about their needs for professional growth.

One participant shared that TPD programs are supposed to help teachers do better in the performance of their duties. In planning, teachers should be involved and asked what their difficulties in teaching were so that in taking their TPD these difficulties could be addressed. The perspectives of learners and school managers should also be considered as they are the ones affected by teacher's actions. TPD is often determined without understanding what teachers need. This shortfall is frequently exacerbated by a lack of shared vision around what excellent teaching entails. In addition, preparation and training for principals and instructional leaders often fail to address how leaders can identify and organize needs based TPD. Without systems in place to ensure teachers' needs are being identified and met, TPD will not be as effective as it should be (Darling-Hammond et al., 2017).

Having identified the needs of the teaches for professional growth, school leaders and teachers must collaborate in planning and designing the teacher professional development program. It is an important factor because their collaboration will lead to a more practical, meaningful, and sensible training. A participant who is an academic head and has been in the teaching profession for more than twenty years suggested:

"TPD programs are supposed to help teachers do better in the performance of their duties. In planning, teachers should be involved and asked what were their difficulties in teaching so that in taking their TPD these difficulties could be addressed. Perspective of learners and school managers should also be taken into account as they are the ones affected by teacher's actions. The most important aspect that needs to be considered in planning TPD is its RELEVANCE. Is the TPD program still applicable?" (PHS18)

As these programs are for teachers, it would be good to start by empathizing with the teachers and defining the problems they are having in their profession, or by checking on what skills/values/attitudes/knowledge they lack for them to be able to provide quality education in the 21st century. To be successful, Teacher Professional Development must

be seen as a process, not an event and needs to provide teachers with specific, concrete, and practical ideas that directly relate to the day-to-day operation of their classrooms (Bautista & Ortega-Ruiz, 2015).

Education is inevitably about more than technical processes, invoking questions of value about what should be learned and how. For change in education to take root and persist, teachers must be persuaded that it aligns with values and will be beneficial for learners. By granting teachers agency in the change process, each of these cases has gone beyond simply disseminating technical knowledge and skills to exercising the wisdom of discernment that enables negotiation of change that responds to the exigencies of each context (Tondeur, et al, 2016).

In TPD, each group of teachers has different needs. Hence, teacher professional development must be contextualized and must not be a one-size-fits-all program. There are teachers who do not need training on technology because they are already technologically proficient. There are teachers who do not need training on classroom management but may need to develop their technological knowledge and skills. In other words, the teacher development program must be contextually designed to satisfy the different needs of the teachers. A participant who has been teaching for more than ten years in grade school pointed out:

"I think the topics covered in TPD program should be fit to the current needs and present context of the teachers. What should really be of help to them. I feel as if the same topics are covered over and over again, so teachers really don't learn anything new. It's better to conduct a survey first among the participants about the things they want to learn." (PHS30)

Teacher professional learning that is context specific, job embedded, and content based is particularly important for addressing the diverse needs of students (and thus teachers) in differing settings (Darling-Hammond et al., 2017).

Conclusion

The study found out that teachers want to grow in their profession. They want to become better and relevant educators by engaging themselves in different professional and personal training and seminars. Aside from the professional development programs provided by the school, they also take the initiative in attending seminars and taking graduate studies for personal growth. In fact, they have attended training before and during the Covid-19 pandemic. They did not stop from learning despite the prevailing global health crisis. For them to grow and be better educators today, they believe that TPD should be responsive to the present needs of the teachers and have relevance on how teaching and learning is evolving.

Based on the findings, the authors concluded that teachers, regardless of age and years of teaching experience have a mindset to grow in the profession and be better educators. They are hungry for learning. They want to unlearn and relearn new knowledge and skills because they want their students to learn according to their present needs and what the world needs in the future. Teachers want to grow and be relevant because they think of their students. It can also be concluded that the TPD must not only include seminars and training on teaching, pedagogy, technology, assessment, and classroom management but also on the mental well-being of teachers - most especially during this Covid-19 pandemic. The professional learning communities must also include an agenda on teacher's personal growth and relationship. TPD is not simply about professional growth but more importantly for personal growth. As teachers grow in the profession,

they also grow as a person who contributes not only in the education of children but more importantly in the future of every nation. Their desire to grow professionally and personally is not all about promotion or increase in salary. It is their desire to beat all odds in order to be agents of social transformation by becoming better learners and educators. Hence, the teacher professional development program must be meaningful, responsive, and relevant to the needs of teachers who will become extraordinary educators in the new normal in education particularly beyond the Covid19 pandemic.

Future research is needed, particularly on how the TPD programs that the teachers attended during the Covid-19 assisted them in becoming better and relevant educators in the new normal education. The study covered only the perceptions and experiences of teachers in relation to TPD before and less than a year of online teaching and learning. New insights and ideas may have been conceived after more than a year of challenging and meaningful experiences in online education. Moreover, the planning and implementation of the TPD programs for the new normal may be studied.

Conflict of interest

The authors declare that they have no conflict of interest regarding this study.

References

Alegado, P. J. E. (2018). The challenges of teacher leadership in the Philippines as experienced and perceived by teachers. *International Journal of Education and Research*, *6*(6), 291 - 302.

Asensio-Pérez, J. I., Dimitriadis, Y., Pozzi, F., Hernández-Leo, D., Prieto, L. P., Persico, D., & Villagrá-Sobrino, S. L. (2017). Towards teaching as design: Exploring the interplay between full-lifecycle learning design tooling and teacher professional development. *Computers & Education*, *114*, 92-116.

Atapattu, T., Thilakaratne, M., Vivian, R., & Falkner, K. (2019). Detecting cognitive engagement using word embeddings within an online teacher professional development community. *Computers & Education*, *140*, 103594.

Bates, C. C., & Morgan, D. N. (2018). Seven elements of effective professional development. *The Reading Teacher*, *71*(5), 623-626.

Bautista, A., & Ortega-Ruiz, R. (2015). Teacher professional development: International perspectives and approaches.

Bautista, A., Yau, X., & Wong, J. (2017). High-quality music teacher professional development: A review of the literature. *Music Education Research*, *19*(4), 455-469.

Bongo, R., & Casta, J. (2017). Emotional and Occupational Stress among Teachers in Tagum North District, Philippines. Philippines (January 2, 2017).

Bogart, M. L. (2017). Describing the Experience of Teaching Theological Education Courses Cross-Culturally Using E-learning Methods: A Phenomenological Study.

Bowe, J., & Gore, J. (2017). Reassembling teacher professional development: The case for quality teaching rounds. *Teachers and teaching*, *23*(3), 352-366.

Carpenter, J. P., Krutka, D. G., & Kimmons, R. (2020). # RemoteTeaching &# RemoteLearning: Educator tweeting during the Covid-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 151-159.

Carrillo, C., & Flores, M. A. (2020). Covid-19 and teacher education: a literature review of online teaching and learning practices. *European Journal of Teacher Education*, *43*(4), 466-487.

Charmaz, K. (2006). The power of names. *Journal of Contemporary Ethnography*, *35*(4), 396-399.

Chung-Parsons, R., & Bailey, J. M. (2019). The hierarchical (not fluid) nature of preservice secondary science teachers' perceptions of their science teacher identity. *Teaching and Teacher Education,* 78, 39-48.

Cooc, N. (2019). Teaching students with special needs: International trends in school capacity and the need for teacher professional development. *Teaching and Teacher Education*, *83*, 27-41.

Creswell, J. W. (2007). Qualitative inquiry and research design. Second Edition. California: Sage Publications.

Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo-Alto, CA: *Learning Policy Institute*. Accessed August 26, 2021 at: https://learningpolicyinstitute.org/sites/default/files/product-files/Effective_Teacher_Professional_Development_REPORT.pdf

Desimone, L. M., & Pak, K. (2017). Instructional coaching as high-quality professional development. *Theory into practice*, *56*(1), 3-12.

DeMonte, J. (2013). High-quality professional development for teachers: Supporting teacher training to improve student learning. Center for American Progress.

Donitsa-Schmidt, S., & Ramot, R. (2020). Opportunities and challenges: teacher education in Israel in the Covid-19 pandemic. *Journal of Education for Teaching*, *46*(4), 586-595.

Djoub, Z. (2018). Teacher Development: What Teachers Need to Know. EduLearn2Change.

Ebaeguin, M., & Stephens, M. (2014). Cultural Challenges in Adapting Lesson Study to a Philippines Setting. *Mathematics Teacher Education and Development*, *16*(1), n1.

Fan, W., & Yan, Z. (2010). Factors affecting response rates of the web surveys: A systematic review. Computers in Human Behavior, 26, 132-139. doi: 10.1016/j.chb.2009.10.015

Fischer, C., Fishman, B., Dede, C., Eisenkraft, A., Frumin, K., Foster, B., & McCoy, A. (2018). Investigating relationships between school context, teacher professional development, teaching practices, and student achievement in response to a nationwide science reform. *Teaching and Teacher Education*, *72*, 107-121.

Gheith, E., & Aljaberi, N. (2018). Reflective Teaching Practices in Teachers and Their Attitudes toward Professional Self-Development. *International Journal of Progressive Education*, 14(3), 160-179.

Greenhalgh, S. P., & Koehler, M. J. (2017). 28 days later: Twitter hashtags as "just in time" teacher professional development. *TechTrends*, *61*(3), 273-281.

Gutierez, S. B., & Kim, H. B. (2017). Becoming teacher-researchers: Teachers' reflections on collaborative professional development. *Educational Research*, 59(4), 444-459.

Hartshorne, R., Baumgartner, E., Kaplan-Rakowski, R., Mouza, C., & Ferdig, R. E. (2020). Special issue editorial: Preservice and inservice professional development during the Covid-19 pandemic. *Journal of Technology and Teacher Education*, 28(2), 137-147.

Hassler, D., Pytash, K. E., Ferdig, R. E., Mucha, N., & Gandolfi, E. (2020). The use of digital poetry to inform preservice teacher education and in-service teacher professional development during Covid-19. *Journal of Technology and Teacher Education*, 28(2), 403-413.

Irembere, W. R. (2019). Teacher Involvement in School Curriculum Design and Development in the Philippines: A Case Study. *International Forum Journal*, 22 (1), pp. 87-105).

Johnson, B. & Christensen, L. (2012). Educational research quantitative, qualitative and mixed approaches. London: SAGE.

Kelly, J., & Cherkowski, S. (2015). Collaboration, collegiality, and collective reflection: A case study of professional development for teachers. *Canadian Journal of Educational Administration and Policy*, (169).

Khan, R. A., & Jawaid, M. (2020). Technology enhanced assessment (TEA) in Covid 19 pandemic. *Pakistan journal of medical sciences*, 36(Covid19-S4), S108.

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during Covid-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608-622.

Kratt, D. (2019). Teachers' perspectives on educator mental health competencies: A qualitative case study. *American Journal of Qualitative Research*, 2(1), 22-40.

Lester, K. J., Field, A. P., Oliver, S., & Cartwright-Hatton, S. (2009). Do anxious parents interpretive biases towards threat extend into their child's environment? *Behaviour Research and Therapy*, *47*(2), 170-174.

Lockee, B. B. (2020). Shifting digital, shifting context:(re) considering teacher professional development for online and blended learning in the Covid-19 era. *Educational Technology Research and Development*, 1-4.

Louws, M. L., Meirink, J. A., van Veen, K., & van Driel, J. H. (2017). Exploring the relation between teachers' perceptions of workplace conditions and their professional learning goals. *Professional Development in Education*, *43*(5), 770-788.

Major, L., & Watson, S. (2018). Using video to support in-service teacher professional development: the state of the field, limitations and possibilities. *Technology, Pedagogy and Education*, *27*(1), 49-68.

Matherson, L., & Windle, T. M. (2017). What do teachers want from their professional development? Four emerging themes. *Delta Kappa Gamma Bulletin*, *83*(3), 28.

Merchie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2018). Evaluating teachers' professional development initiatives: towards an extended evaluative framework. *Research Papers in Education*, *33*(2), 143-168.

Misra, P. (2018). MOOCs for teacher professional development: reflections and suggested actions. *Open Praxis*, *10*(1), 67-77.

Moustakas, C. (1994). Phenomenological research methods. Thousand Oaks, CA: Sage Publications

Oracion, C. C. (2014). Teacher leadership in public schools in the Philippines (Doctoral dissertation, UCL Institute of Education).

Philipsen, B., Tondeur, J., Roblin, N. P., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: A systematic meta-aggregative review. *Educational Technology Research and Development*, *67*(5), 1145-1174.

Pressley, T. (2021). Factors Contributing to Teacher Burnout During Covid-19. Educational Researcher, 0013189X211004138.

Portillo, J., & de la Serna, A. L. (2020). An international perspective for Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. *Educational Technology Research and Development*, 1-4.

Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the Covid-19 crisis: Refocusing teacher presence and learning activity. *Postdigital Science and Education*, 2(3), 923-945.

Saleh, A., & Bista, K. (2017). Examining Factors Impacting Online Survey Response Rates in Educational Research: Perceptions of Graduate Students. *Online Submission*, *13*(2), 63-74.

Shernoff, D. J., Sinha, S., Bressler, D. M., & Ginsburg, L. (2017). Assessing teacher education and professional development needs for the implementation of integrated approaches to STEM education. *International Journal of STEM Education*, *4*(1), 1-16.

Thurlings, M., & den Brok, P. (2017). Learning outcomes of teacher professional development activities: a meta-study. *Educational review*, *69*(5), 554-576.

Tondeur, J., Forkosh-Baruch, A., Prestridge, S., Albion, P., & Edirisinghe, S. (2016). Responding to challenges in teacher professional development for ICT integration in education. *Educational Technology and Society*, 19(3), 110-120.

Tran, N. H., Truong, T. D., Dinh, H. V. T., Do, L. H. T., Tran, T. A. T., & Phan, M. H. T. (2020). Significance of Teacher Professional Development in Response to the Current General Education Reforms in Vietnam: Perceptions of School Principals and Teachers. *Problems of Education in the 21st Century*, 78(3), 449-464.

Triviño-Cabrera, L., Chaves-Guerrero, E. I., & Alejo-Lozano, L. (2021). The Figure of the Teacher-Prosumer for the Development of an Innovative, Sustainable, and Committed Education in Times of Covid-19. *Sustainability*, 13(3), 1128.

Tullio, R. (2009). The senior secondary school live-in retreat: A study of the views of a sample of teachers from one metropolitan Catholic diocese about the purpose and practices of retreats (Doctoral dissertation, ACU Research Bank).

Van der Klink, M., Kools, Q., Avissar, G., White, S., & Sakata, T. (2017). Professional development of teacher educators: What do they do? Findings from an explorative international study. *Professional development in education*, *43*(2), 163-178.

Warrell, M. (2014). Learn, Unlearn and Relearn: How To Stay Current And Get Ahead. www.forbes.com

Woodcock, S., & Hardy, I. (2017). Probing and problematizing teacher professional development for inclusion. *International Journal of Educational Research*, *83*, 43-54.

Xie, K., Kim, M. K., Cheng, S. L., & Luthy, N. C. (2017). Teacher professional development through digital content evaluation. *Educational Technology Research and Development*, *65*(4), 1067-1103.