

PERSONAL ENDEAVORED PROFESSIONAL DEVELOPMENT (PEPD) FRAMEWORK: AN ONLINE-BASED PROFESSIONAL DEVELOPMENT

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Professional development is an inherent duty of a professional. The honing of the skills of the profession is a continuous process. Professional development (PD) in education has a great variety of specialized training and formal education to help teachers improve their professional knowledge, skills, competence and efficiency (<http://goeiiirj.com/upload/Nov2014/21.pdf>). In practice, professional development for teachers covers a range of formats from a day to two-week conference, workshop and multi-year program of a scientific degree. In professional courses can participate face-to-face or online, during the workday or outside the hours of teaching activities, through the interaction one on one or in group situations. Events of professional development can be funded by the district, agency or government budgets, and programs; it can be supported by grant funds or other private sources of funding; they can lead and promote the teachers in an educational institution or course can provide external consultants, educators or organization. The list of possible formats may go on, locally or globally. This paper discusses the PD strategies of the two teachers from two universities across the globe, the Ivanovo State University (IvSU) of Russia and Papua New Guinea University of Technology (PNGUOT) of the Independent State of Papua New Guinea [1]. The experiences of collaboration that carries three participating countries as the other author is not a national of Papua New Guinea, but of the Philippines actively developing higher education in Papua New Guinea. Our experience of individual and collaborative personal development through online activities, which started from an MOOC [2] is the format that the authors are proposing on this kind of personal growth. The format is coined as personal endeavored professional development (PEPD) where the educator looks for a massive online course of his interest and enroll himself, either a free coursework or with a cost. The point here is that whether it is a free coursework, the time, effort and the cost of internet usage add on to the work of the educator should be considered as part of professional improvement. Professional development about digital citizenship has never been as important as today among professionals. The proper handling of digital devices and their uses such in the social media, youtube and other technological tools used in enhancing teaching are equally important. To increase the number of graduates who are ready for the 21st-century skills required by the employer in a very rapid changing environment, will add to the educators demanding work to level up even if you belong to the non-digital savvy working force. The increasing competitive requirement for a global workforce put more pressure on the need for educators to develop new skills and competencies alongside with the 21st-century skills that their student should acquire at the end of their campus life. Just like the student, the educators are also in need to cope with the 21st-century skills they need to impart to students which they need to acquire in professional development. If our goal is to deliver graduates who possess a higher-order thinking skill to succeed in the 21st century, we as educators should possess higher-order teaching skills and deep content knowledge.

Many universities are falling behind into developing their teachers with the skills in this digital era. Some of the reasons are, the teachers don't have continuous support on professional development by their employers, the schools where they work. In the Russian Federation by Article 196 of the Labour Code, the need for training and retraining of personnel for their needs determined

by the employer. According to Article 47 of the Federal Law "On Education in the Russian Federation" against acts of teachers eligible for additional professional education on the profile of educational activities at least once every three years. As a rule, in other countries, this problem is solved administration organization of financial and legal possibilities and requirements of the times and the environment. However, this does not negate personal initiative and self-development. The Papua New Guinea law on professional development depends on the employer's condition of the contract. For nationals, a localization program is in place for knowledge and skills transfer from expatriates developing the human resource of the country. A notable professional development established in 1998 by the Singapore Ministry of Education known as the Teacher's Network. The network serves as a catalyst and support for teacher-initiated development through sharing, collaboration, and reflection thru its six main interrelated components. These are (1) learning circles, (2) teacher-led workshops, (3) conferences, (4) a wellbeing program, (5) a website, and (6) publications[3].

The methodology of personal endeavored professional development (PEPD) is an informal professional development (PD). It is a self-motivated way of training that goes beyond the norms, collaborating and professionally developing themselves thru an online course that resulted to co-creativity [4]. The collaboration example of the authors helped them learn to utilize the communication technology applied it in their classrooms and revolutionized it. Figure 1 illustrates the PEPD concept.

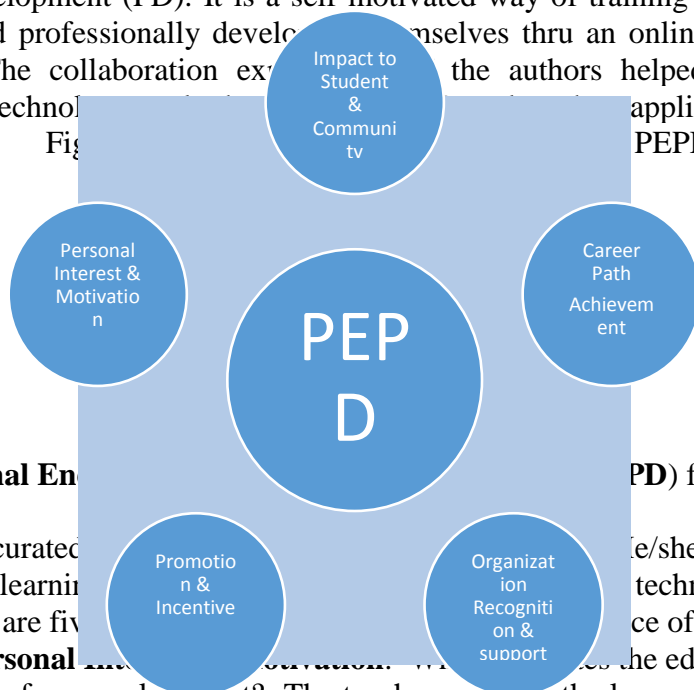


Figure 1. Personal Endeavored Professional Development (PEPD) framework

PEPD is curated by the educator (life and career; learning endeavor. There are five components of PEPD. The educator/ she designed what content skills (technology) is relevant to his/her endeavor.

First, Personal Interest & Motivation. The educator to go beyond the eight hours, if it is not of personal interest? The teacher prepares the lesson and identifies what skills the student will have at the end. The preparation may take 3 or 4 hours, read several pieces of information, make presentations and be delivered in 10 to 15 minutes. They don't want to do the same thing every semester and lag behind on the educational modernization that is sweeping the educational sector. The authors take responsibility and hold themselves accountable for their professional learning to increase their student achievement [6, 7].

Second, Career Path Achievement. What an educator wanted to be in five (5) or ten (10) years? The professional development path should be aligned to his interests and motivation – an endeavor, an earnest prolonged, and industrious effort to achieve a goal.

Both the first and second cores will drive the educator to **make an impact on students and community [8], the third core.** According to Garnaut, Ross & Rabbi Namaliu, a PNG Universities Review report to Prime Minister Somare and Rudd conducted in 2010, which results is quoted below (<http://www.dherst.gov.pg/wp-content/uploads/2015/11/PNGUniversitiesReview310510v7.pdf>)

"Many dedicated academics are working in Papua New Guinea's universities and some genuine heroes of education. This dedicated minority carries an excessive load, mostly for

remuneration and opportunities for professional development that are well below those in countries where they could reasonably aspire to work. At the same time, many excellent scholars and educators have left the Papua New Guinea universities in these circumstances, for employment with foreign governments and international development agencies, overseas universities and research institutions and increasingly private business, including the resources sector in Papua New Guinea and abroad. Many school staff members have sought to improve their personal reward for a professional effort by undertaking private consulting and advisory work, in the traditional professions (law and medicine) and in many other areas where academic skills have market value. Standard constraints on these outside earnings have mostly broken down in the State universities, to the point where it is seriously eroding the effectiveness of teaching, and increasing the load on staff members whose commitment to education and student administration is not diluted by outside activities."

The continuity of the three cores is fulfilled by the **fourth core: Organization Recognition and Support**. According to Linda Darling-Hammond et.al study that other nations (industrial countries that are members OECD such as Belgium, Denmark, Finland, Hungary, Ireland, Norway, Sweden, and Switzerland) outperform the United States, on international assessments because they invest heavily in professional learning and build time for ongoing, sustained teacher development and collaboration into teaching staff' work hours [9]. The proposal to adopt the PEPD and incorporate it into the organization's goals is pursued in this paper. Professional development is believed to be more efficient if integrated into school activities. If the **fourth core: organization recognition and support** is already part of the schools efforts, the endeavor of the educator is rewarded and the motivation increases. The study on the impact of the two factors namely, incentives/rewards and administrative policies that affect the motivation of the faculty members of university college Kotli revealed that, incentives/compensation is a motivation enhancer whereas administrative policies decrease the motivation of academic staff [10].

Fifth core: Promotion and incentive. According to study the of Rasheed et.al a workload of teachers of 12 credit hours per week is overloading teacher along with other administrative activities and must be reduced to get good results in research and teaching with proper feedback and recognition of their achievements must be continuously provided [11]. Those who took online courses as equivalent for professional development should receive a time allocation to serve that purpose. With that, the educator will pursue more and become productive and innovative to match the needed skills at that era.

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