

Continuous Professional Development; Its Importance to TVET Pedagogues in a Changing Technological Era

Ritesh Tularam [1]

Abstract:

This academic paper attempts to offer some insights, reflections and probably new perspectives on the importance of continuing professional development to TVET pedagogues in a rapidly changing technological era in the specific context of the country, Guyana, which is situated in South America. Additionally, this paper in its articulation utilises a theoretical approach, with a discourse analysis method in carefully analyzing the existing best practices and/or approaches from developed countries, with an intention of adopting and utilizing similar best acceptable approaches/methods in the herein country as a continuum.

Moreover, in this rapidly emerging and revolutionized global space the concept of continuous professional development cannot be over stated, since it is recognised by all practioners been it doctors, lawyers, nurses and TVET pedagogues as the ultimate methods and means of their continued sustenance, which shall beckon the overall improvement of their self- efficacy and self-worth towards their respective disciple. More specifically, TVET practioners must be constantly engaging themselves in the advancement in the path of current and trending new knowledge and skills, so that they required level and /or degree of competencies can be attained for the sustainability of the TVET fraternity, which will perhaps lead to the successful transition of the trainees into the world of work.

Keywords: Continuous Professional Development (CPD); TVET; Pedagogues and Technological.

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I. CONTEXTUALIZATION AND POSITIONING OF PAPER

With the instantaneous emergence of this technological revolution across the globe has seen a remarkable and /or significant impact on the way almost everything is been conducted, with regard to our daily lives; been it the way inhabitants execute their daily work duties, the way in which individuals communicate with each other, and as of recent, more importantly the way education delivery is taking place in this global space. It is very much evident that the influence of technology is certainly playing a significant role in the lives of all; been it novice, practioners, professionals and generally the 'others' in this ecosystem.

As such, these rapid developments that are quickly engulfing the educational fraternity globally has place immeasurable 'strain' and to some extent 'stress' on the teaching populace especially in the country Guyana, and more so world over, because of the lack or inability of pedagogues, practioners and professionals to constantly acculturate themselves with the new and evolving approaches, principles and practices in the specified area of specialisation and /or domain in a conscious effort to continuously upgrade and improve one's self in an effort to compete with the global emerging changes occurring.

Notwithstanding, as pedagogues in this arena of Technical Vocational Education and Training (TVET- hereafter) fraternity this challenge is and will continue to seriously affect the way(s) in which technical education ought to be

disseminated in this changing and evolving technological and/or industrialized era; hence, the country Guyana is very much susceptible to this reality . As such, in the name of Continuous Professional Development (CPD) Technology is predominantly having an impact on the prescribed way pedagogues teach and learn in the classrooms/ laboratories/workshops, which is evidentially making it perhaps more captivating, but also certainly more challenging.

As a consequence, it can be seen that the TVET sectors world over may be faced with, if not already existing, major challenges in every aspect vis-a-viz; the designing and inventing of new teaching-learning programmes, such as apprenticeship/internship, which serves as a transitional mechanism for the prospective trainees to ameliorate from training institutions to the world of work, and at the same time provides potential remedy to minimize and /or reduce youth unemployment as well as the improving/upgrading of professionals/experts skills ,competences and knowledge in light of the trending intervention of emerging technologies, such as; Artificial Intelligence (AI) and machine automation.

Though, In spite of the above, it cannot be overly stressed that the efficacious and constructive use of emerging technology can significantly improve the teaching- learning experiences of TVET professionals in world of work, as well as the trainees within the training institutions, which will probably

^[1]Ph.D Scholar, Department of Education, University of Delhi

lead to the obliteration of the potential challenges envisioned, and at the same time aid in the lecturer's potentialities and capacities to create a teaching-learning space that is conducive and learner friendly in the dissemination of the prescribed curricula; hence, this will lead to the provision of a more desirable learning support base, and at the same time will not increase their work load at any given point in time.

Moreover, it is imperative for one to comprehend that the essential and conscience usage of technology can also accelerate the development of having current, trending and compelling open learning materials to be actively utilised by trainees in the expected learning space. As such, to realise these new and improved benefits requires the development of new skills and competences by professionals in technical education fraternity.

To this end, The European Joint Research Centre (JRC, 2015) has said that: "teacher training in all fields should include advanced digital competence for teachers and their teaching. The training should consider aspects of using ICT both as a learning tool within subject teaching and as a tool used by learners for their coursework and learning-related activities outside school settings." This would mean that learning tools could be regarded as working tools which are able to also support learning within professional work".¹

However, in the present scenario, it is even more critical and noteworthy that for the sustainability of technical education in its existing context, Guyana, pedagogues of TVET must not only be participating in 'once in a while' training program and/or workshops, but rather be the beneficiaries of constant and continuing training, which are of the acceptable standards and requirements, all in an effort to adequately redress the existing and prevailing situation of TVET continuous professional development. Notably, at this instance there is a valuable and desirous need for new models of CPD for TVET practioners taking into serious consideration the numerous opportunities that avails its self with regard to the utilization of new technologies in the teaching and learning to all TVET pedagogues in the efficacious dissemination of the prescribed curriculum.

As such, this academic paper is positioned in the Context of Guyana, South America specifically, since the author has a reasonable and immeasurable understanding, and an active engagement over the years with the TVET system of education in the herein mentioned country. As such, Guyana has recently adopted a relatively new mode of educational approach for the delivery of Technical and Vocational Education and Training (TVET) at some of its Secondary Schools; as well as a few Post-Secondary Institutions across its Ten (10) Administrative regions.

Moreover, it is the aspiration and the conceived intention of the Ministry of Education to ensure that all the Secondary Schools and Post-Secondary Institutions over a prescribed period of time adopt and implement this new educational reform, which is known as (Competency Based Education

and Training- CBET)² that is now regionally accepted within the CARICOM(Caribbean Community) member countries as the contemporary way forward in preparing and equipping the Students'/Trainees' with the necessary new and trending Skills, Knowledge and Competence to become marketable in the 21 Century World of Work.

As a consequence, the abovementioned title was carefully identified to provide some insights, and/or perspectives with regard to the new and current utilization of modern technologies in the dissemination of TVET education in the Post- Secondary Institutions in Guyana. However, it has been recognised that with the instantaneous emergence of new technology in the global space as it relates to the Continuing Professional Development of the TVET pedagogues across the world, perhaps the TVET professionals in the Guyana may or may not be exposed to same; hence, this academic paper is conceptualized to provide some new insights as to the importance of CPD in this globally revolutionized technological era, especially for the TVET pedagogues in Guyana.

Explaining the Title.

In this drastically revolutionized world where technology has taken its apex and pillar position has evidently metamorphosed the way the teaching- learning process is transacted globally. Moreover, with the current significant impact of its presence has also adversely create a massive impression on the numerous opportunities that one can avail to ensure that they are at the altitude of their academic and professional life by constantly engaging with the many new technological platforms available to upgrade, improve and stay abreast and current with trending and emerging skills and knowledge within his/her area of specialisation.

Moreover, it cannot be overemphasized that with these significant changes constantly occurring with the advent of new technologies will and shall continue to have a negative impact on pedagogues, and how they constantly preparing themselves to face new challenges in the 21 century classrooms. It must be noted that various disciplines in the education fraternity will utilised varying modes in ensuring that their practioners stay apace and current with trending knowledge, but in the case of reference of TVET practioners, whom are diligently required to utilise and incorporate the use of advance technologies in their daily teaching routine must be able to constantly understand, accept and appreciate this phenomena as it evolves.

As a consequence, without the shadow of any doubt TVET practioners must at all times be prepared with the necessary tools, skills, knowledge and competence in the understanding of the integration of the use of technological application for their personal development as well as for their professional and trainees development. It must be conceived deeply in our minds that only when one is continuously challenging him/herself to acquire new knowledge and skills, only then perhaps one becomes more proficient, competent and

¹Vivian, Kloomsterman: *The Importance of Continuous Professional Development*: (Retrieved from: <https://eera-ecer.de/ecer-programmes/conference/24/contribution/47594/>. On 11 May, 2020) P. 1-3. Para: 03.

²Competency-Based Education (CBE) approach allows students to advance based on their ability to master a skill or competency at their own pace regardless of environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes. (Retrieved from: <https://library.educase.edu/topics/teaching-and-learning/competency-based-education-cbe>. On: 16 May, 2020).

knowledgeable, and may be deemed effective and functional in that specific academic space. Therefore, the need for continuous professional development in this changing world is essential for the sustainability of TVET practioners globally, and more specifically in Guyana, so that there is sustenance of the teaching profession as a whole to ensure its continuity in generations to follow.

II. METHODOLOGY/APPROACH

The methodology and/or approach that was conceptualized for the articulation of this academic paper is theoretical in nature using the discourse analysis method in carefully analyzing the existing literature of the herein title. The author in a conscious effort utilised most primarily secondary sources in accessing scholarly articles and journals that were written and published by reputable and scholarly academicians; in an effort to provide some insights and perhaps new perspectives on the abovementioned title within the context of the Country Guyana, South America, all in a conscious effort to promote some degree of understanding and appreciation amongst TVET pedagogues of the current scenario in the aforementioned country.

III. EXISTING CONTINUOUS PROFESSIONAL DEVELOPMENT IN THE TVET SYSTEM IN GUYANA

In the late 90's and 20's it can be related that TVET practioners within the Post-Secondary Institutions adopted a more conventional and /or traditional method and /or approach in the delivery of the TVET curriculum to the trainees. It was evident that during these times the TVET practioners being it in the Secondary Schools as well as the Post-Secondary participated in the most commonly known form of training viz; Workshops, TVET Steering Committee Meetings, and Subject Committee Meetings. These meetings were organized probably once per term, where the participants in attendance represents a more heterogeneous groupings rather than homogenous.

As a result, there existed a herculean gap between the dissemination of theoretical and practical components of the intended skills programmes offered by these institutions. This perhaps resulted because of several key reasons vis-a-viz;

- the inability and lack of the institutions not taking a proactive approach in ensuring the continuing professional development of the lecturers/instructors to engage themselves in new and trending knowledge and practices;
- the lecturers/instructors are not aware and/or cognizant of the fact that they should be responsible for their own professional growth and development to efficaciously deliver the respective curricula to the trainees at these institutions;
- no proper guiding policy from the Ministry of Education to provide clear guidance to the institutions as to the actions that needs to be implemented for continuous professional development of their teaching staff;
- limited or no collaboration and /or consortiums with the Private/Public Sector Agencies and Manufacturing

Sectors to aid in the continuous training and

- the institutions and the lecturers just becoming complacent in not motivating and /or encouraging the practioners to continuously upgrade and improve themselves professionally to satisfy the globally changes and demands that is constantly evolving within the prescribed occupational areas and
- Perhaps limited or no significant financial support from the supervising agencies/departments as well as Public/Private support.

As a consequence, in the recent years there have been perhaps some incremental, but not significant development with regard to the TVET pedagogues benefiting from continuous professional development; in an effort to satisfy to some extent the global changes and demands as envisioned in the industries. To date; However, there has been some strides by the Council for Technical and Vocational Education and Training(CTVET) and the Ministry of Education in ensuring a clear path is charted in the form of a TVET Policy and a National TVET Strategy document, which articulates to some extent the way forward for the institutions to prepare its Teaching Staff to ensure that they continuously prepare themselves with the necessary new skills, knowledge and competence to satisfy the global demands of the world of work and industry specified skills.

Notwithstanding, the TVET professionals in Guyana are currently benefiting from a few continuous professional development programmes, which are geared at preparing them to at least having minimum requirements to deliver the respective occupational standards in the institutions. On the one hand, for the practioners who are attempting to secure an employment at these institution on the basis of their technical skills and knowledge in the respective fields are provided an opportunity to attend the Cyril Potter College of Education (CPCE) a premier Teacher's Training College to pursue a One Year course in the pedagogical approaches and principles of teaching after which S/he shall be deemed trained and competent the deliver the specified curricula, while on the other hand, persons interested in making teaching a professional career can apply directly to the Teachers' Training College and complete the programme within the years specified.

Additionally, besides the structured Technical Teacher's Training Programme which focuses specifically on the pedagogical principles/approaches and learning Theories, the TVET practioners also participates in Workshops, TVET Steering Committee Meetings, Departmental Meetings, Site/Industry Visits (Locally/Regionally/Internationally), Institutional Visits and to some extent short overseas training programmes etc. It must be noted; however, that all these activities and /or programmes are planned and organized by either the Institutions, Ministry/ Agencies and to a larger extent collaborations with international and external agencies and/or Government Departments/Agencies.

Notably, at no point of time the TVET practioners are actually consciously engaged in the planning and or organising any form of their own continuing professional development, this probably reflects a deficit model approach, where it's more of a top-down approach, which is utilised/imposed by the monitoring and supervising ministry /agency/department.

IV. DEFINING CPD

Continuing Professional Development (CPD) has become an area of growing interest internationally and there is an increasing body of research focused on various aspects of teachers' professional development (Avalos, 2011; Kennedy, 2005). One of the hallmarks of being identified as a professional is a commitment towards self-improvement or development throughout one's career (Bubb and Earley, 2007).

Having established that teachers are professionals, it is expected that they engage in various forms of professional development activities to improve their skills and knowledge and remain competent in their practice. CPD has become a widely used phrase for on-going education and it builds upon initial training of professionals. Various terminologies and interpretations are being used in different contexts to describe CPD, for example; capacity building, staff development, professional learning, continuing education and In-service training.

However, CPD encompasses all formal and informal learning that enables individuals to improve their own practice (Bubb and Early, 2007). As such, a number of definitions of CPD emerge from the literature; Bolam (1993, p.3) defines CPD as;

"Any professional development activities engaged in by teacher which enhance their knowledge and skills and enable them to consider their attitudes and approaches to education of children, with a view to improve the quality of teaching and learning process".

Bolam (1993), also suggests that CPD should focus on professional training (short courses, workshops), professional education (long courses), and professional support (mentoring and coaching), which is broader than in-service training. This is perhaps slightly different from other perceptions of in-service training or staff development which is an extension of teachers' personal education to develop their competence and improve their understanding. Day (1999, p.4) states that;

"CPD consists of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual group or school and which contribute to the quality of the education in the classroom".

Consequently, based on the above fundamental attributes, in this context CPD is defined as; any activity or programme that enhances teachers' attitudes, knowledge, skills and understanding, which improves their professional relevance and effectiveness in impacting on students' learning and achievement, and increases their job satisfaction.

Current CPD Acceptable Approaches/Practices: A Global Perspective.

In this section of this paper the author has carefully identified, analyzed and clearly documented some of the best practices and /or approaches that are currently being utilizing by developed countries, with an intention of ensuring that their TVET practitioners are current and up-to-date and adequately prepared with the emerging technological advancement in taking their continuing growth and development to another notch in improving their personal self as well as their

professional identity, which shall lead to the trainees acquisition of new and emerging skills, and knowledge to be gainfully employed in the world of work.

Additionally, the literature reviewed shows that these developed mentioned nations herein consciously and ceremoniously engage their practitioners in ensuring that their professional growth and development is pivotal and /or essential in the sustainability of maintaining a trained cadre of pedagogues to efficaciously impart and nurture a core group of individuals to satisfy the trending workplace requirements in this global evolving world, where technology has now become the epitome of transformation in this teaching- learning process.

Notably, the Finnish teacher education programmes over the decades has been recognised as a highly successful educational system comparative to many other developed countries globally, where it has generated highly trained, skilled and competent pedagogues to transact the relevant curriculum to satisfy the 21 century classrooms requirement; hence, it has been perceived as top-performing country when it comes to quality teacher training, as well as producing highly trained and skilled trainees to satisfy the numerous demands in the world of work. (OECD, 2003; 2010; 2014).

Additionally, In this existing system, the higher educational institutions designs/develops and /or provides numerous teacher education programs for pedagogues at varying levels and/or categories, vis-a-viz; programmes for teachers at the elementary teachers (grade levels 1-6), subject matter teachers for lower (grade levels 7-9) and upper secondary schools (grade levels 10-12), special needs teachers, study counselors for schools, and adult and vocational teachers.

Interestingly, on the one hand, Student teachers are given the freedom and/or opportunity to carefully ascertain their study modules and learning materials pursuant to their specialised and intended career choices within the educational settings, while on the other hand, programmes of study are not closed units, and students can design their own study plan according to the kind or kinds of formal qualifications (e.g., only elementary or secondary teachers' qualifications or both) they want to achieve. However, every teacher must fulfill basic criteria in the amount and quality of academic content knowledge and pedagogical studies with teaching practice.

However, a distinct feature that underscores the Finnish continuing professional development for practitioners from many other countries is aspect of research studies in incorporated in teacher education (Jyrhämä & Maaranen, 2012; Niemi & Jakku-Sihvonen, 2006). Every student teacher is mandated to participate in research seminars or projects, where they can learn different research methods/approaches that can be meaningfully employed in other educational studies, with an envisaged intention that they can all acquire new and trending knowledge to be creative in understanding the scientific phenomena and its application to critical thinking. The pillar and fundamental principle underlining this approach is that prospective pedagogues needs to have a multiplicity of knowledge of the most recent research advances in the subjects they teach, and be up-to-date with the current and trending approaches/principles familiar on how same can be taught and learned.

Moreover, In the Finnish system for continuing professional development for teachers, there is more space, autonomy and freedom of the teachers. This means that the teachers are given the autonomy and academic space to design and develop their own continuous professional development needs, rather than the institutions deciding and/or imposing what professional courses they shall seek their participation. Moreover, upon the careful identification of their specific and/or individual needs, the necessary and adequate funding and resources are procured for its planning, implementation and execution. These continuing professional development are funded by the Local providers, who collaborates with state-funded projects of the Ministry of Education and Culture and the Finnish National Board of Education.

As a consequence, the Finnish education system is aware and cognizant of the fact that the practioners in TVET education has a magnanimous role in ensuring that the shoulder the responsibility of providing quality education to the different categories of students; hence, the ultimate objective is to ensure the learning outcomes and well-being is holistic. They have also understand and appreciate that there are trainees with varying learning abilities and difficulties, and as such, the pedagogues are required to prepare themselves with a high degree of pedagogical and technological competences, so as to sharpen their professional skills, knowledge and competence in ensure their self-efficacy and self-efficiency in satisfying the requirements of the education system.

Moreover, the Finnish education system has in its disposal the Innovative School Community (ISC) Design Based Approach (DBA). This approach is a holistic model, which utilises the intervention and the utilization of new and emerging technologies to promote personalized learning with the use of mobiles, iPad, Laptops, Desktops and other related technological instruments by utilizing new and emerging technology in the teaching and learning process for the 21st century in classroom. This methods over the years has significantly aid in the strengthening of the pedagogical approaches/principles for the teachers in their quest for continuously developing themselves. The project was implemented in a school in the Helsinki Capital city area in 2012-2014 (Korhonen, Lavonen, Kukkonen, Sormunen, & Kalle Juuti, 2014).

Additionally, The ISC model emphasizes the role of all of these actors as innovators and encourages them to collaborate in the planning, implementation, and further development of the school's activities. These development activities are ongoing, iterative and cyclic, and are based on assessment, and are aligned with the latest technological and societal development (Korhonen et al., 2014). The school's teachers wanted to develop their own work and were interested in learning new knowledge and skills. They were especially eager to learn about new innovations and technology and their potential uses in education (Korhonen et al., 2014). They also recognized that staying on top of continuous change introduces new challenges and pressure.

Interestingly, in the country of England the continuing professional development (CPD- hereafter) of TVET pedagogues has over the decades received a relatively high status and/or profile, where numerous ingenious activities have been consciously employed and place by the Government to promote its practioners within the teaching fraternity. One of such initiative that is in place is a National Training Agency that has the humongous responsibility to oversight the CPD approaches/practices and it's efficacious implementation within the institutions.

Moreover, a CPD strategy (DfEE 2001b) was designed and implemented by New Labour, where its essential focus was to ensure that practioners are provided with an equal opportunity to participate in trending, relevant and focused continuous professional development, which aimed at providing to the practioners numerous available opportunities for having adequate access, and take full responsibility ownership of their own professional growth and development, with the changing and evolving trends occurring within the varying specialised areas of teaching.³

Additionally, the strategy encourages and represents a collaborative and consortium approach involving LEAs,⁴ TVET pedagogues and other relevant organisations. The LEAs in its conceptualization is to provide support and/or guidance to the practioners of CPD through the utilization and making accessible the provision of the necessary courses, which in turn encourages and facilitates networks and supporting groups and supplying information about opportunities for professional development (DfEE 2001b).⁵

Further, the strategy articulates that once pedagogues are expose to the designing and/or developing of their own continuous professional development, it will enhance then to achieve their apex of their abilities and potentialities, which will keep them abreast and current to the new and emerging skills, knowledge and technologies within their areas of specialisation. It also emphasized that once a culture of continuing professional development is envisioned within the institutions, this by itself creates a scope and conducive environment for all to be supportive and encouraging with each other. This is in its true form creates numerous opportunities for the practioners to reflect and share best practices of CPD to other colleagues, and at the same time presents an ideal space to learn for others(Colleagues/Peer) experiences and expertise.

Notwithstanding, the practioners are provided in an adequate and timely manner with current and up-to-date information and resources vis-a-viz; case studies of good practice, as well as professional development opportunities through a CPD database, where all are expected to have equal access, but this approach is not limiting them to these continuing professional development courses only; they are free to actively and individually participate in other so deemed and relevant professional courses.

^[3]Stella. O. Adagirr: A Comparative Study of Continuing Professional Development (CPD) in Nigeria and England: Ph.D Thesis. (2014). P. 84-84.

^[4]LEA stands for Local Education Author.

^[5]DFEE for Department of Education and Employment.

V. GENERAL BENEFITS/IMPORTANCE OF CPD FOR TVET

In this modern era which is termed by many scholarly and academic minds as the period of “the industrial revolution 4.0”, where the utilization of sophisticated technology has climaxed its altitude and is significantly influencing the ways and means by which one markets him/herself. One must be cognizant and aware as it relates to their upward mobility in a profession in ensuring their sustenance, and at the same time competing in this global village, where technology is the novel trending development.

As such, it is imperative for one to continuously keep themselves up-to-date, relevant and current with the new and emerging trends within their profession, in this case the Teaching profession. It will be an understatement to emphasize the importance and general benefits of CPD to the TVET pedagogues in Guyana, and more so, in this dramatically changing world. Based on the previous section and the global perspective on CPD, the following are some possible benefits of CPD, but not limited to; vis-a-viz;

- CPD helps one to become more competent, knowledgeable and skillful in their area /domain of specialisation; by this it means that one will be more efficacious and effective in planning, organising and implementing their area of work in a dialectical manner;
- It provides for an upward mobility within one's career projection by giving the platform for one to manage, lead, guide, coach and mentors others in subordination as well as provides collegial support and networking;
- CPD helps one to be competitive and proactive rather than obsolete and isolated.
- Continuing professional development that is focused prepares one to venture into new “spaces” by scaffolding new possibilities, new knowledge, new skills, new competences and above all garner the acceptable and ethical workplace attitudes for essential survival;
- It helps one to become critical about one's own pedagogical practices and approaches in the classroom/workshops/ laboratories settings;
- Without a fathom of any doubt CPD helps one to be reflective in their daily routines and to a larger extent their general disposition as a practioner within the teaching fraternity;
- CPD ensure one's potentialities and capabilities are kept apace with the current trends and changing demands within the specialised field of work.
- It creates for “Currency of Knowledge” to bridge existing gaps and at the same time strive to fill those gaps by actively staying abreast and aware of those identified changes.

VI. DISCUSSION

Vision for Continuous Professional Development (CPD) for TVET Lecturers, Guyana.

In this relatively novel and rapidly emerging contemporary TVET system in the herein country (Guyana); certainly requires an innovative, egalitarian, practical and credible

technical teacher training programme, which will create a positive impact on equipping the TVET pedagogues with the recent, trending and/or current body of required knowledge, skills and competencies for the realization and satisfaction of the 21 century requirements in the world of work.

Furthermore, this envisioned programme must be coherent and compatible as possible with the evolving changes existing regionally, locally and/ or internationally, which shall see the policy objectives locally as well as regionally are being accentuated to in religiously achieving the overarching TVET articulated vision. It therefore means, that the TVET practioners must consciously prepare themselves to move away from the traditional approaches of dissemination, and adopt a more contemporary approach in the delivery of the vocational curricula within the post-secondary institutions, which is centrally premised on the active and competent utilization of various ICT platforms/modes in their classrooms/ laboratories/workshops for the improvement of the trainees potentialities/capabilities.

Moreover, in an attempt for practioners to remain competent and /or relevant to satisfy the market trends and demands in the way TVET is envision globally, there must be a conscience effort for all pedagogues to adopt and implement the relevant and necessary technological changes, which will see the incorporation of innovative practices and critical reflection in their teaching course content and instructional pedagogy into their existing programmes of delivery.

As a consequence, the TVET teachers' must be exposed to and be trained to utilize emerging technologies in the classroom through a well-planned, diagnosed and systematic continuing professional development (CPD). In addition, the concept of innovation should be extended to pedagogical practices in the classroom; teachers and trainers should be encouraged and supported as they incorporate innovative instructional methods to meet the needs of trainees and integrate emerging technologies into the curricula in new ways.

Furthermore, it cannot be over emphasized that innovative, collaborative and structured partnerships between training institutions and industry are very imperative and a pivotal key mechanism for acquiring practical knowledge and experience. It is evident that this dramatic increase in the demand for innovation and systemic reform in the area of technical and vocational training is creating new opportunities for TVET teachers and trainers to collaborate with key recipients of their services, including enterprises and their representatives. As a result, this shall ultimately prepare the TVET pedagogues to begin to become aware and to conceptualize the reality that the emergence of this new technological era will bring with it numerous teaching-learning approaches via enormous platforms/channels; hence, one must be actively prepared to face the ground reality as it exists to be competitive and productive in the 21 century.

VII. CONCLUSION

Continuous professional development of practioners being it in whatever discipline cannot be over emphasized, but the case of reference here is for TVET pedagogues in Guyana cannot

be under estimated and at the same time over stated. It is of paramount importance for the sustainability of the teaching profession in any country been it developed or underdeveloped. In a world today, where technology has literally places its claws on perhaps all the activities/events that are taking place has evidentially witnessed significant changes in their intervention. The teaching profession is not exclude form those changes as well.

Moreover, for TVET pedagogues to remain consistent, competent, relevant and up-to-date with the emergence of the technological changes must take a conscious and intentional step in ensuring that they avail themselves to relevant continuing professional development programmes/activities, which will see them acquiring the relevant new skills, knowledge and competence to compete and stay productive in this global village of technological transformation.

Consequently, TVET practioner must be responsible for their own personal and professional development, so as to ensure they certify and validate their continued sustenance and productivity, and as such, they must take the necessary action(s) in ensuring that their “technical and academic self” is sharpened to face head-on the new and emerging challenges that are before them. Moreover, in the recent times, TVET practioners have increasingly been recognized as key changing and influencing agents for the successful transitions of TVET reforms in their professional roles/capacities as key organizers and pace blazers of the teaching –learning process; hence, unequivocally they need to step up to the requirements and demands in ensuring the sustainability of this much depending TVET fraternity.

VIII. ACKNOWLEDGMENT

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