

**M.ed 2<sup>ND</sup> sem. Course no: C.C.6.**

**Unit: 3: Professional development of Teachers.**

**E-content by: Asst. Prof. Prakash ranjan jha**

**TOPIC:** Professional Development of Teachers.

### LEARNING OBJECTIVS

After going through this topic, student will be able to understand following points

1. Introduction.
2. Aims of Continuing Professional Development Programmes for Teachers.
3. Routes Towards Teachers' Continuing Professional Development.

#### Introduction:

All initiatives in curriculum, whether of the whole curriculum, special inputs in specific subject areas or infusing new social concerns, have been implemented through the renewal or up-gradation in the knowledge and practice of teachers already in school. These concerns

have, in general, provided the overarching aims for the design of in-service teacher education and activities contributing to their professional development. The system has responded by creating structures and institutions for this purpose and providing financial support for these activities. Following the Kothari Commission Report, school clusters were created in several states to forge inter-linkages between primary, middle and high schools. They provided a forum and structure for interactions between teachers and receiving professional inputs. The NPE 1986 maintained that pre-service and in-service teacher education are inseparable for the development of teachers. In-service teacher education received support through central government funding for the establishment of Institutes of Advanced Studies in Education (IASEs) in chosen institutions and University Departments of Education and District Institutes of Education and Training (DIETs) in each district. These institutions, together with SCERTs in states, provided space for conducting in-service courses for teachers. The DIETs in addition had the mandate to work towards universalizing elementary education through supporting innovations and strengthening field activity. The District Primary Education Programme

(DPEP, 1995-2003) set up Block and Cluster Resource Centres across the country, with the explicit mandate to provide in-service training to primary school teachers in learner-centred pedagogic methods and school based support to teachers. The attempt has been to shift away from the idea of subject inspectors and inspectors of schools towards the idea of a resource person attached to an academic resource and support centre. The Sarva Siksha Abhiyan (SSA, 2001) has also placed emphasis on continuous in-service 64 teacher education requiring each teacher to receive 20 days of training every year. There has also been a growth in other kinds of professional activities for teachers. All teachers are members of associations which have from time to time taken up academic activities and organized conventions and meetings to discuss professionally important developments. Teachers' involvement in textbook preparation and indeed even in the preparation of training modules has grown over the years. Teachers themselves have opportunities to work in the Block and Cluster Resource Centres as well as to contribute to training as resource persons. They are also members of committees formulating educational policies. NGO initiatives in several parts of the country have developed and

implemented models of teacher professional development and support in ways that directly impact the classroom practices. There is thus a plethora of opportunities and avenues for the continued professional development of teachers. These have varying degrees of success in terms of motivating teachers to alter and develop their classroom practice in ways that improve students' learning and provide educationally rich experiences to them. Micro-stories of success often seem to 'fail' when up-scaled. There is very little research into the effectiveness of training, or the status of school support activities on the ground, or detailed understanding of even reported successes and failures. Evidence of 'effectiveness' of training programmes and support activities, especially within the government system, continues to be only anecdotal and impressionistic, and even contrary, depending on who is asking the questions or doing the observation. The whole approach to teachers' professional needs continues to be determined, planned, implemented and monitored extrinsically, compromising on the concept of the teacher as a professional and with little or no basis for the design of the interventions.

## Aims of Continuing Professional Development Programmes for Teachers:

The broad aims of continuing professional development programmes for teachers are to :

1. Explore, reflect on and develop one's own practice.
2. Deepen one's knowledge of and update oneself about one's academic discipline or other areas of school curriculum.
3. Research and reflect on learners and their education.
4. Understand and update oneself on educational and social issues.
5. Prepare for other roles professionally linked to education/teaching, such as teacher education, curriculum development or counselling.
6. Break out of intellectual isolation and share experiences and insights with others in the field, both teachers and academics working in the area of specific disciplines as well as intellectuals in the immediate and wider society.

Educational and curriculum planners also seek to provide avenues for the professional development of teachers as a part of implementing curricular reforms to :

1. Enable teachers to work towards prioritized goals in education such as universalization and inclusion.
2. Influence social attitudes and generate greater commitment to constitutional values and overcoming discrimination in the classroom.
3. Transform existing practices towards more learner-friendly methods and methods suited to strengthening conceptual learning and understanding rather than rote learning.
4. Enable teachers to implement and achieve specific targeted aspects in the curriculum, such as the use of a type of technology, or the addition of topics such as AIDS and adolescent education.
5. Prepare teachers to play enhanced roles in the education system as resource persons, or head teachers, etc.

In the context where many pre-service training programmes are of poor quality and often fail to provide teachers with sufficient understanding that could lead to reflective practice and where state governments have recruited untrained para-teachers in various kinds of formal schools and non-formal centres, it becomes necessary to include the unaddressed needs of teachers through continued professional development and support.

## Routes Towards Teachers' Continuing Professional Development:

Keeping in mind the aims of in-service programmes for professional development, there is a need to recognize the variety of types of in-service programmes and experiences that can contribute towards and sustain professional development. This is especially so in the context in which 20- days of 'training' for all elementary teachers is being mandated by the government. If it is for the development and strengthening of overall practice of the teacher, then there is a need to recognize a variety of activities and interactions that could also contribute towards this objective.

### Short and Long Term Courses:

Courses of short and long duration designed to develop either specific skills or areas of interest could be developed and offered to teachers to attend over the year. For example, a DIET could design and offer courses in specific topics such as 'teaching fractions', 'developing secular attitudes among children' or 'AIDS education'. Some of these could be of a short duration, say 4 to 5 days, while others may even be for a longer period of time, from 1 to 3 months, to enable teachers to develop a specific core area in which they need to strengthen their knowledge-base and professional skills, e.g., using theatre in the classroom, organizing and managing group activities. If

schedules for such courses along with their content areas are announced well in advance, teachers could sign up and take these courses as and when they wish to. Some of these courses may be designed as continuous periods while others may be designed with gaps in between, during which teachers could practice and come back to share experiences. Such courses could award certificates. Enrichment of content and acquaintance with newer pedagogical approaches will add to improving the performance level of teachers.

### Use of Distance Media

ICT including TV, radio, telephony and internet are useful as resources and providing access to ideas or for the wider dissemination of information. Distance media can be effectively used to keep teachers in touch with other professionals in the field and to give access to professionals in education as well as in pure academic disciplines (within universities). This would go a long way in breaking the isolation of teachers while promoting a 'culture' of seeking academic support and collaboration.

### Sabbatical for Study and Research

Teachers could be provided with the option of taking a year off (paid or unpaid) to pursue a course or spend time at another school, university or NGO in order to learn and study. Such sabbaticals could be tied to a report or even a publication for wider dissemination that is produced at the end. Such sabbaticals could also be linked up with an appropriate mentor on the site to

guide the teacher during this period. Small research projects and case studies through which teachers can reflect on, share and develop their practice must be encouraged. At the same time, the insistence that teachers must carry out action research is not productive, particularly in a context where there is little understanding of action research, and virtually, no forum to share such research.

### Professional Conferences and Meetings

Attending meetings and conferences connected to the profession, e.g., on one's subject areas, could also be counted towards professional development and teachers could be permitted to avail of duty leave, 3 to 4 days a year, to attend such meetings. Some funding support to travel to and attend such meetings could also be provided.

### Professional Fora, Resource Rooms and Materials

Providing professional fora such as meetings in the school and in the cluster to discuss and review one's practice, to plan for annual work calendars, and on a weekly and monthly basis to plan for one's teaching as well as to discuss with colleagues, the school academic head and resource persons at the cluster or block level, is an essential aspect of the teaching profession. The school time-table needs to include the provision of time for enabling teachers to discuss classroom concerns and plan for teaching. At the cluster level, the availability of resources in the form of reference materials, access to internet resources and to

resource persons is essential. Equally important and significant is the participation of teachers in teacher networks, school-based networks, school twinning partnerships and union networks. Participation in such activities should be encouraged as a valid form of in-service development of teachers. Teachers could be encouraged to form subject groups at the block level, which could be provided with support to plan for development of teaching of the subject in the block through a variety of ways – seminars for teachers, trainings, ‘melas’ and children’s clubs. These could be given an official status and space at the concerned block resource centre and have linkages with the DIETs, CTEs and IASEs. Such subject groups could be linked with the faculty of local colleges or universities in order to strengthen interactions between groups and provide for synergy between them. Each DIET, CTE and IASE could support a few university faculty fellowships to enable interested people from the university to come and spend up to 4 to 5 months, undertaking activities with teachers and children.

**Faculty Exchange Visits and Fellowships** A few exchange teacher fellowships could be provided for each district to enable selected teachers to go for a period of three months to one academic year to a school in another state within the country or even outside the country, to teach and learn there. Similarly, schools could play host to such visiting teachers and plan how best to utilize their services during the period of their stay.

Teachers could also be provided short-term fellowships and funding support (based on proposals) to either come to the DIET, CTE, IASE and University Department or carry out specific activities for the school children and teachers in their own district. There could, for example, be a good story-teller, who either plans and conducts workshops for teachers on the art of story-telling, or to visit schools to conduct story-telling workshops. In the long term, in every DIET, CTE, IASE and University Department offering teacher education, some of the faculty positions may be converted into such fellowships for teachers from the district. Teacher fellowships could also be provided to enable them to spend one or two years in colleges of teacher education, as faculty of these colleges, involved in the preparation of teachers.

Teachers could be encouraged to form subject groups at the block level, which could be provided with support to plan for development of teaching of the subject in the block through a variety of ways – seminars for teachers, trainings, ‘melas’ and children’s clubs. These could be given an official status and space at the concerned block resource centre and have linkages with the DIETs, CTEs and IASEs. Such subject groups could be linked with the faculty of local colleges or universities in order to strengthen interactions between groups and provide for synergy between them. Each DIET, CTE and IASE could support a few university faculty fellowships to enable interested

people from the university to come and spend up to 4 to 5 months, undertaking activities with teachers and children.

### Faculty Exchange Visits and Fellowships

A few exchange teacher fellowships could be provided for each district to enable selected teachers to go for a period of three months to one academic year to a school in another state within the country or even outside the country, to teach and learn there. Similarly, schools could play host to such visiting teachers and plan how best to utilize their services during the period of their stay. Teachers could also be provided short-term fellowships and funding support (based on proposals) to either come to the DIET, CTE, IASE and University Department or carry out specific activities for the school children and teachers in their own district. There could, for example, be a good story-teller, who either plans and conducts workshops for teachers on the art of story-telling, or to visit schools to conduct story-telling workshops. In the long term, in every DIET, CTE, IASE and University Department offering teacher education, some of the faculty positions may be converted into such fellowships for teachers from the district. Teacher fellowships could also be provided to enable them to spend one or two years in colleges of teacher education, as faculty of these colleges, involved in the preparation of teachers.

### Conclusion:

We have discussed aims of professional development programme for teachers. The aim of professional development of teachers is primarily

centered to the developmentally appropriate teaching method a teacher should have expertise through the stage based training programme our country provides through teacher education system from central level to district level.

Routes towards teachers' professional development includes Short and Long Term Courses, Use of Distance Media, Sabbatical for Study and Research, Professional Conferences and Meetings, Professional Fora, Resource Rooms and Materials and Faculty Exchange Visits and Fellowships. Through these approach teachers' professional development is always possible.

### Self check:

- 1.What do you understand by professional development of teachers?
- 2.Describe Use of Distance Media in professional development of teachers.
3. Importance of Sabbatical for Study and Research for professional development of teachers.

Thank you..!

### REFERENCES

NCFTE-2009, NCF-2005, RTE-2009.

Contact:

Individually for Hindi explanation, if required; on Zoom.

PRAKASH RANJAN JHA

MO:7091139307 EID:prakashranajan70@gamil.com