

M.ed 2ND sem. Course no: C.C.6.

Unit: 3: Professional development of Teachers.

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TOPIC: Professional Development of Teachers (Part-2).

LEARNING OBJECTIVS

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

1. Organization of Continuing Professional Development Programmes.
2. Structural and Operational Issues of Continuing Professional Development.

Organization of Continuing Professional Development Programmes:

Organisation and Coordination

The DPEP and SSA have put in place a system of sites which are to provide professional development to all government school teachers through block and cluster resource centres. In addition, there are DIETs, IASEs and various departments and

colleges of teacher education and several networks of teachers and teacher associations. Several NGOs and other agencies are also involved in providing training for teachers, often connected with their own curriculum interventions. These must be recognised as sites and agencies for the professional development of teachers. Currently, all these trainings target only government and aided schools, leaving all teachers of private schools out of the ambit. Secondly, they are all based on directions which are issued to teachers to attend these trainings, without giving teachers any choice in the matter. Finally, there is no co-ordination between these agencies, nor does the education department have any mechanism for co-ordinating the total training being undergone by teachers, with the result there is a lot of over-training, repetition and overlap. In this situation, it is necessary to conceive ways in which teachers can opt for different kinds of trainings, based on their interest and requirement, and along with the recommendation of school supervisors. For this, it would be necessary for training schedules to be announced well in advance (at the end of each academic year, for the next year) and for processes to be in place to enable teachers to register for the trainings they wish to undergo. Processes for field support for training would need to be worked out by these agencies providing training, and this need not fall as a mass responsibility of the concerned CRP, or co-ordinator in-service programmes as is currently happening. Allocation of funds, training dates, duration and other logistics would need to be made more decentralized and based on

individual teacher's preferences, thus, doing away with the current model of mass trainings, based on the one-size-fits-all design. Further training dates allocation could also include time spent in other professional activities such as seminars, conferences and other activities suggested in this chapter. Systems that would enable teachers to avail of long-term courses, sabbaticals and fellowships would also need to be evolved. A follow-up mechanism for keeping track of trainings and professional activities of teachers would need to be evolved and put in place.

Sites and Agencies By opening up the method of organising and providing trainings on the lines suggested above, many agencies that are connected with schools and teachers could become involved in meaningful ways in supporting teachers, which would have a much better impact and mutual benefit, breaking the isolation not only of teachers but also of other institutions. The following could be additionally considered:

1. University and college faculties of sciences, humanities and social sciences could include extension services for school teachers, opening up their labs and libraries to teachers and sharing with them advances and new ideas.

2. Colleges of pre-service teacher education could include extension activities which would also enable their own students and faculty to keep in touch with active

teachers. Teacher Learning Centres (TLCs) in teacher education institutes can act as the hub of both pre-service education as well as continued professional development for teachers in service. They could also provide special services to their alumni, continuing to mentor and keep track of their developments.

3. Schools, under the leadership of interested principals and able to support additional adjunct faculty, could themselves develop into resource centres for neighbouring schools. These could also include schools run by NGOs and other private agencies interested in contributing to the development of all schools in the neighbourhood, both government and private, and affiliated to any board.

4. IASEs, CTEs, DIETs, BRCs and CRCs could also research and develop training aimed at overall school improvement or to target the needs of special schools or groups of children in the district. They could also focus on providing school based support to teachers, by working closely with the school heads.

[Structural and Operational Issues of Continuing Professional Development:](#)

[In-service Programmes and Continued Teacher Support at the Elementary Stage](#)

1. The ‘redesigned in-service programmes’ offered by DIETs could be linked to the ‘redesigned pre-service programmes’ of DIETs. For instance, the regular teachers of the schools where diploma students undergo their internship should participate in

‘in-service training’ as a matter of priority. All teachers of the specific chosen schools should undergo ‘in-service training collectively’ to make a deeper impact.

2. All training content and approaches should be based on the classroom needs of the teachers, may it be content enrichment, need for skills and strategies in classroom organization and management, understanding student’s learning strategies, error analysis and learners’ assessment.

3. Short-term courses could be designed for the professional development of teachers in service along the line of courses designed by IGNOU in Primary Mathematics Teaching.

4. The language proficiency of primary teachers should be enhanced through specifically designed training modules and programmes offered on the job.

5. The SSA funds can be drawn upon for the training of teacher educators by the IASEs and for redesigning the in-service training of teachers to make it more classroom and learner need-based.

6. Resource centres set up by pre-service student teachers during school internship programmes should become the hub of professional development of regular teachers.

7. Following the establishment of appropriate IASE-based programmes in elementary education, academic support should be provided to teacher educators in the SCERT-DIET system for

re-conceptualising in-service training of teachers. The objective should be to develop professional development programmes that are rooted in classroom realities and directly address teachers' needs.

8. Established mechanisms for teacher support such as BRCs and CRCs could be strengthened in skills of pedagogy and teacher support by SCERT-DIETs using the proposed new process framework. Co-ordinators of BRCs and CRCs be trained by SCERT-DIET to assess teachers' needs for support to function as reflective practitioners.

In-service Programmes and Continued Professional Development at the Secondary Stage

1. In-service programmes should be redesigned to provide classroom support to teachers and to orient interactive sessions based on teachers' needs and concerns.

2. A focus should be established within in-service programmes on the methods of enquiry specific to the sciences and social sciences, along with an emphasis on disciplinary content.

3. The content and method of in-service training should be based on an assessment of teachers' needs initiated jointly by SCERT-IASEs.

4. IASEs chiefly responsible for the in-service training of secondary teachers should be strengthened with capacity to

undertake professional development of secondary teachers and elementary and secondary teacher educators as well.

Conclusion:

We can categorize professional development of teachers broadly in two category, first is elementary stage and second is secondary stage.

In first stage, BRCs and CRCs could be strengthened in skills of pedagogy and teacher support by SCERT-DIETs using the proposed new process framework. Co-ordinators of BRCs and CRCs be trained by SCERT-DIET to assess teachers' needs for support to function as reflective practitioners. Short-term courses could be designed for the professional development of teachers in service along the line of courses designed by IGNOU in Primary Mathematics Teaching.

While in Second stage IASEs is chiefly responsible for the in-service training of secondary teachers should be strengthened with capacity to undertake professional development of secondary teachers.

All training content and approaches should be based on the classroom needs of the teachers, may it be content enrichment, need for skills and strategies in classroom organization and management, understanding student's learning strategies, error analysis and learners' assessment.

Self check:

1. What do you mean by DPEP,SSA,DIET and IASE ?
2. Describe fundamental provisions for professional development of elementary teachers.
3. How to enhance language proficiency in elementary teachers ?
4. Describe role of SCERT-DIET in professional development of teachers.

Thank you..!

REFERENCES

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

Contact:

Individually for Hindi explanation, if required; on Zoom Video communications.

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