



REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631 (UIF)

UGC APPROVED JOURNAL NO. 48514

VOLUME - 8 | ISSUE - 9 | JUNE - 2019



PROFESSIONAL DEVELOPMENT-SOME IMPORTANT ASPECTS

Rahela Khatoon¹ and Prof. Siddiqui Mohd. Mahmood²
¹Research Scholar Ph.D., Dept. of Education and training
MANUU, Hyderabad.
²Professor, Dept. of Education and training MANUU,
Hyderabad.



ABSTRACT:

The Professional development programme has a significant role in the teaching profession. It makes sure that you and your knowledge live relevant and up to date. Make more effective in your workplace. So here is need to recognize some aspects of the professional development. The aim of the present paper is to introduce professional development and highlighting some important aspects like needs, importance, aims, different agencies, modes, models and stages in the light of some review. This paper provides insights towards an effective element and suggestions to the teacher, teacher educator, mentor and principal/HOD.

KEYWORDS: Professional Development Programme, Teacher Educator, Mentor and Principal/HOD.

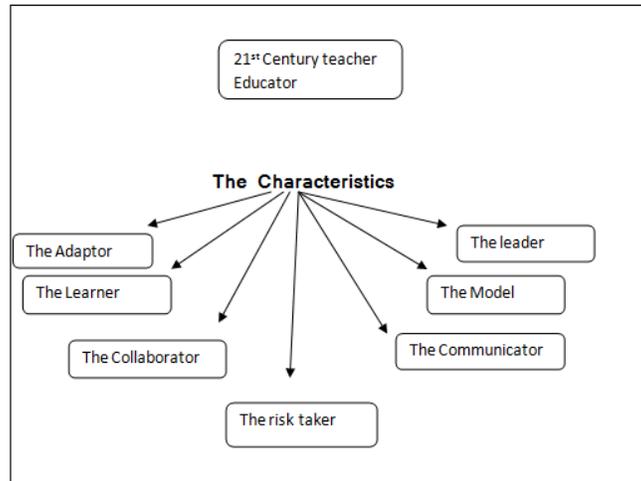
INTRODUCTION

Dr. S. Radha Krishnan said, "The teacher's place in the society is of vital importance. He acts as the pivots for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning". A teacher is a person who educates others he shows the light and guides toward a right direction. He also teaches what is good and what is bad although he tells a good way of life. Teachers have a divine place in society and he is the most important factor of education. A school without a teacher and college without a professor is a body

of without sole. The Teacher is an intellectual and spiritual father. Teachers influence all aspects of student life. He plays an important role in the education system. He is responsible for quality of education. In this context the **Kothari Commission report (1966)** states, "Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant". The teacher plays a multidimensional role in education. He is a national builder, an architect of the society, the backbone of the society, facilitator of learning, motivator, a classroom manager and teacher a social engineer as well. When the

teacher has such great roles in the progress of society and development of a nation, then there is great need to enhance his skills and to build his capabilities too.

This is the 21st- century and it requires multitasking and different roles of teachers such as



If a teacher has these qualities and characteristics than he will fulfill the prerequisites of teaching, the requirements' of students and the necessities of society. In this perspective, there are a number of professional development opportunities across the world. So in India deferent types of professional development and training course has been introduced. These are pre-service teacher education, in-service teacher education and continuous professional development Programmes of the teacher.

This paper especially highlights the concept of professional development of teachers/teacher educators and its aims, needs, importance, and opportunities. Prior to this, one needs to know pre-service and in-service teacher education.

Pre-service teacher education: Pre-service education is a type of education that is provided before entering the teaching profession. It builds up professional qualities and develops teaching competencies and prepares for actual teaching.

In-service teacher education: This is received while in service. According to Cane (1969) "It (in-service education) is the education a teacher receives after he has entered the teaching profession and after he had his education in a teacher's college"

Professional development: Professional development is a formal experience such as Conference, Seminar, Workshop and collaborative learning with work team members and publication and informal experiences such as independent reading, discussion, and observation of colleagues and other learning resources, etc.

DEFINITION OF PROFESSIONAL DEVELOPMENT

TALIS (2009) defined professional development as follows. "Professional development is defined as activities that develop an individual's skill, knowledge, expertise and other characteristics as a teacher". **May Britt Postholm (2012)** defined that teacher professional development is defined as teacher' learning: how they learn to learn and how they apply their knowledge in practice to support pupils' learning. **N Basu (2012)** stated that "professional development of teachers for quality of education is an important factor which by any standard can't be ignored by the policymakers in higher education". **(Cambridge 2009)**. We believe that professional development should aim to develop teachers' professional thinking and practice, and enhance the quality of teaching and learning. **Ganser (2000)** goes further, stating that professional development is a combination of formal experience as well as informal experience including attending the workshop, reading the professional publication, watching television documentaries. (Papers, 2018)

The above definitions illustrate that professional development means a variety of specialized training, formal and informal education which improves knowledge, competencies, and skills of administrators, teachers and teacher educators.

Education is a continuous process it has no end if the teacher has got a degree and after that, he is in the profession then he must continue his education for improving his skills and to become more efficient in his jobs. **Ravinder Nathe Tagore** stated that "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it burns its own flame" Different Indian commission and committees from time to time emphasized the professional development of teachers. The **University Education Commission' (1949)** observation, "A teacher to keep alive and fresh, should become a learner from time to time". The **Education Commission (1964-66)** strongly recommended that large-scale programmes of in-service education of teachers should be organized by universities at all levels of education.

Therefore professional development is very important because now a day's every field of life is getting change. These changes compel to teachers/teacher educators for professional development. A few **factors which focus on PD.**

- Psychological change of the children.
- Changing the behavior of the students
- Changing the interest of children.
- Knowledge explosion.
- Development of education.
- Changing teaching strategies and techniques.
- Changing in the curriculum.
- Change the expectation of society.
- Paradigm change in teacher education.
- Technologies development.
- Change in theories and practices

India is taking vast efforts for PD by considering its importance. There **are different agencies** at the state level and national level, which play a vital role in a professional development programme and to enhance the quality of education. To name a few of them are:

- ◆ NCERT-National Council of Educational Research and Training
- ◆ UGC-University Grant Commission
- ◆ Regional College of Education
- ◆ The Professional organization of teachers
- ◆ SCERT-State Council of Educational Research and Training
- ◆ SBTE-State Board of Teacher Education
- ◆ NIEPA-National University of Education Planning and Administration
- ◆ IASE-Institute of Advanced Studies in Education
- ◆ Department of education
- ◆ DPEP-District Primary Education Programme
- ◆ DIET-District Institutes of Education and Training
- ◆ Several NGOs and other agencies are also involved in providing training for teachers
- ◆ SSA-Sarva Siksha Abhiyan etc.

AIMS OF PROFESSIONAL DEVELOPMENT OF TEACHERS

- To develop professional development knowledge and skills of teachers/teacher educators
- To impart new strategies and techniques of teaching

- To understand the new curriculum
- To make ready to face challenges in the teaching field
- To develop an understanding of child psychology and behavioral science
- To make commitment teacher toward the teaching profession
- To make them competence in an academic field
- To make them competence in teaching methodology
- To make them competence in classroom interaction analysis and application
- To eliminate deficiencies
- To reconstruct education
- To learn the better way for teaching and better learning outcome
- To improve job performance

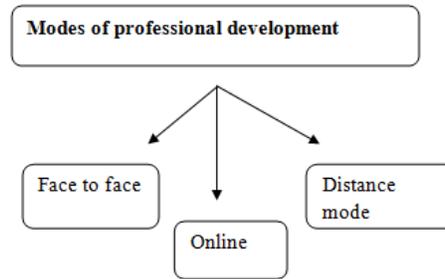
Various researches resulted in several formal and informal models of professional development. Some of them:

The formal professional development Models:

Seminar
Workshop
Refresher Course
Conference
Orientation programme
Correspondence course
Short term course
Symposium
Science club
Professional documentation etc.

The informal professional development models:

Use of technology
Study
Peer coaching Monitoring
Write an article for a professional journal
Observing other teachers
Conducting demonstration lesson
Peer collaboration
Action research
Problem-solving groups
Coherence other learning activities
Internet
Online video
Social media etc.



STAGES OF PROFESSIONAL DEVELOPMENT

Dreyfus and Dreyfus (1986) describe the stages of professional development it is very helpful to know how a novice teacher becoming experts. Their stages follow:

Stage one: Novice level (student's teachers and first-year teachers). In this stage, teachers feel that practical personal experience is more valuable than information transmitted verbally. Teachers in this novice stage are taught the meaning of certain common terms and concepts, the rules of the school culture, and objective facts and features of situations.

Stage Two: Advanced beginner level (second and third-year teachers). Once the novice has acquired some experience, he and she becomes an advanced beginner. The Experience begins to affect behavior in a meaningful way, as the teacher begins to combine their textbook knowledge with their experiential knowledge. In this stage. However, the teacher is still submitting to hierarchal superiors and are not feeling a sense of autonomy regarding their jobs. This lack of personal agency also means the teacher does not take full responsibility in their actions

Stage three: Competent level (third and fourth year). Most advanced beginners move into this stage once they have enough experience and motivation to succeed, however, there is evidence that shows that some teachers remain at a less- than the competent level of performance (Eisenhart and Jones, 1992). The two most important characteristics of teacher at this stage are that to make conscious decision about what they are going to do (plan, objectives, etc) and they implement their plans, they can determine what is and is not important. In a way, teachers have much more control over the situation, as they can organize themselves their daily activities and teaching practices.

Stage Four: Proficient level (fifth year). Yet a smaller number of teachers move on to this stage, where intuition know how becomes prominent. The teacher begins to recognize patterns and similarities in a holistic way.

Stage Five: Expert level: Experts demonstrate fluid performance and intuitive decision-making. They perform a qualitatively different way to other teachers. Plans usually work out, but when they do no, experts adopt a reflective method of figuring out what needs to be changed. (This reflective method is not used when practices are successful.) In the same way that the novice is teacher-centered, the expert is student-centered.

An Effective Element of Professional Development and Suggestion:

- ✓ Encourage the teachers and teacher educators to participate in the professional development programs.
- ✓ Motivate the teacher educators to implement whatever they have learnt in professional development program.
- ✓ It is necessary that teacher educators provide facilities for professional development
- ✓ University should be conduct skill enhancement programme time to time.
- ✓ Teacher professional development must be very effective and focus on important points like content, active learning, support collaboration, etc.

- ✓ An organization that provides professional development should offer a need-based professional development program.
- ✓ Teachers and teacher educators must acquire formal and informal professional development.
- ✓ Professional development programs should be conducted in a modern way not in the traditional way.

CONCLUSION:

Quality and excellence play a crucial role in the success and development of the educational system. The educational system could get quality and excellence through teachers and teacher educators but the prerequisite is teacher and teacher educators should have competencies, commitment, knowledge, and skills toward their profession and keep their professional development continuous. Due to the significance of professional development, there are different governmental agencies at the national and state level, which provide various opportunities for Continuous Professional Development. A diverse of formal and informal models and modes are noticeable for professional development. It makes the teachers perform better in their duties. So teacher training and professional development programme is inevitable quality of education and society expectation. It is said that the teacher is born, not made but now- a-days this statement is not adequate because, in this era, the competent and efficient teacher can be made through training and education.

BIBLIOGRAPHY

- Reimers, V. (2003). Teacher professional development: an international review of the literature. UNESCO IIEP. ISBN, 92-803-1228-6 Retrieved from unesdoc.unesco.org/ark:/48223/pf0000133010.
- The Professional Development of Teachers. (2009). Retrieved <https://www.oecd.org/berlin/43541636.pdf>.
- Stholm, MO. B. (2012). *Teachers' professional development: A theoretical review. Educational Research*, 54(4), 405-429. Retrieved <https://www.tandfonline.com>.
- Lokman, A. (2012). Teacher Education.
- Gupta, M. D. (2016). *Teacher Education in India and Global Perspective*. Agra, Rakhi Parkashan Pra.li.12A, Raman Tower, Sanjay place.
- Jon, K. (2016). *5 trends in professional Development we must think about*. Retrieved from <https://www.teacher.org/daily>.
- King, Fiona. (2019). Professional Development in Education: Vol 45, No 2, 169-172. Retrieved from <https://www.tandfonline.com/toc/rjie20/current.visit:17/3/19>.
- Concept of Teacher Education. Retrieved http://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf.



Rahela Khatoon

Research Scholar Ph.D. , Dept. of Education and training MANUU, Hyderabad.