



## REDESIGNING PROFESSIONAL DEVELOPMENT FOR TEACHER EDUCATORS: A CONCEPTUAL STUDY

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### ABSTRACT

*This paper refocuses attention on the classroom, specifically on the importance of teacher professional development in changing teachers' classroom behaviours in ways that lead to improvement in student performance. The paper describes the context, content, and process of high-quality teacher professional development. Quality professional development is indisputably central to building, improving and sustaining the quality of teacher professionals. The paper examines the trend and efforts of building and developing quality teacher professionals across time. The professional development of teacher educators is belongs with professional development "As", "In", "At", "Outside" and "Beyond" work.*

*The paper concludes by showing that professional development provides two of the most essential elements of effective professional development: It gives participating teachers opportunities to practice what they learn over relatively extended periods of time, and it provides an ideal environment for interaction among participants.*

 **KEY WORDS:** Teacher Education, Teacher Educators, Professional Development .

### INTRODUCTION:

The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip learners with a Wide range of skills that they will require to take their place in a world that is in constant evolution; this hastens the need for the development of more competence-centred approaches to teaching, together with greater emphasis on learning outcomes. Pupils are increasingly expected to become more autonomous learners and to take responsibility for their own learning. The learners in any class may come from an increasingly wide range of backgrounds and may have a very broad range of abilities.

In this context, even initial teacher education of the highest quality cannot provide teachers with the knowledge and skills necessary for a lifetime of teaching. Teachers are called upon not only to acquire new knowledge and skills but develop them continuously. The education and professional development of every teacher needs to be seen as a lifelong task, and be structured and resourced accordingly. To equip the teaching body with the skills and competences needed for its new roles, it is necessary to have both quality initial teacher education and a coherent process of continuous professional development to keep teachers up to date with the skills required in a knowledge based society. as with any other modern profession,

teachers have a responsibility to extend the boundaries of professional knowledge through a commitment to reflective practice, through research, and through systematic engagement in continuous professional development from the beginning to the end of their careers. Systems of education and training for teachers need to provide them with the necessary opportunities. This in turn presents teacher education institutions, teacher educators and schools with fresh challenges when developing or implementing programmes for both student teachers and practising teachers.

#### **OBJECTIVES OF THE STUDY:**

1. To understand the conceptual design of professional development.
2. To understand the comparison of traditional and redesign of professional development.
3. To understand the analysis of professional development concept practically.

#### **What is Professional Development?**

##### **Professional Development Design:**

1. Professional development is about learning
2. Professional development is work
3. Professional expertise is a journey not a credential
4. Opportunities for professional learning and improved practice are unbounded
5. Student learning, professional development and organizational mission are intimately related
6. Professional development is about people, not programs

##### **Effective professional development:**

1. Is continuous
2. Links student learning to educator needs and school goals
3. Is school based and job-embedded
4. Is supported with resources – time, money, processes and structures to ensure success
5. Incorporates multiple data sources to plan, implement and evaluate student learning and professional practices
6. Involves teachers and principals in the identification and design of learning experiences to meet individual and collective needs

##### **Four levels of action for professional development:**

1. Personal actions
2. Structural actions
3. Political actions
4. Cultural actions

#### **Traditional Professional Development for Teacher Educators:**

##### **In traditional conceptual professional development includes-**

1. Add on, frill and educational stepchild
2. Individualized learning Activity centered
3. Before, after and outside of work
4. Emphasis on outside ideas and expertise
5. Focus on individual learning and change

##### **In traditional structural professional development includes-**

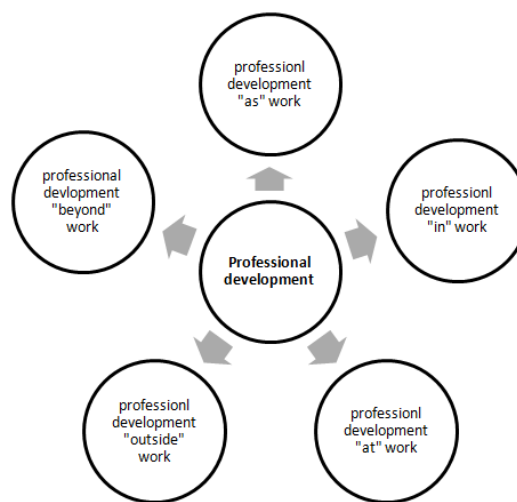
1. Fragmented, isolated activities
2. Top-down, externally controlled
3. Inadequate resources to support learning

4. Focus on narrow skills and behaviors
5. Individual rewards/opportunities
6. Contracts, time and school calendars are bargaining chips
7. Limited opportunities for learning

**In traditional cultural professional development includes-**

1. Lone- ranger learners
2. Powerful norms of privacy, surface conversation about practice
3. Centered on individuals
4. Episodic, fragmented activities
5. Minimal attention to adult learners, few outward expressions that support professional learning
6. Low personal and professional efficacy

**✚ Redesigning of professional development for teacher educators:**



**✚ Professional development “As” work:**

**New redesigning for conceptual professional Development:**

1. Professional development as essential work
2. Collaborative learning and growth
3. Linked to practice and student learning
4. Embedded in daily work
5. Internal capacity for improvement
6. Focus on collective expertise and practice

**New redesigning for Structural professional development:**

1. Professional needs, school goals, student learning aligned
2. Educators in charge of their own learning
3. Optimal mix of time, money, materials and personnel to support professional learning
4. Centered in holistic personal and professional growth
5. System rewards linked to individual, school, student needs
6. Contracts, time and school calendars are joint resources for improvement
7. Flexible, open, invitational learning environment

**New redesigning for cultural professional development:**

1. Collegial interdependence
2. Mutual trust, respect through dialogue
3. Centered in a learning community
4. Continuous, symbols and traditions highlight learning
5. “can do” attitude, high personal and professional efficacy

**Professional development “In” work:**

Professional development “In” work refers to a rich variety of learning opportunities embedded in a teacher educator’s daily work. For teacher educators, this means a constellation of work activities and responsibility.

**Professional development “In” work included four major types of Job-embedded learning:**

1. Individual informal
2. Individual formal
3. Collaborative informal
4. Collaborative formal

**The motivators of professional development “In” work:**

1. Social interaction
2. Intrinsic value, personal enrichment
3. Sense of professional responsibility
4. Colleague support
5. Positive culture – professional learning communities
6. Relevant to work and professional needs
7. Situated cognition and ease of transfer
8. Rewards and structures that support it
9. Positive disposition toward learning and school improvement
10. High personal and professional efficiency

**Professional development “At” work:**

The professional development “At” work describes learning opportunities that occur at times when teacher educator are not working directly with students or preparing to teach.

Examples of professional development “At” work in practice:

1. **Workshops:** Outside speakers, consultants, special topics, simulations, expert demonstrations, presentations and teacher resource centers
2. **Training:** Skill building sessions, external advisors or facilitators, Audio/video/digital training materials, practice sessions
3. **Meetings:** Discussion and inquiry groups, video conferencing, Classroom observation sessions, evaluation sessions.
4. **On-site Classes:** Special topics, introduction to new technologies, instructional and organizational methods
5. **Teacher networks:** Online networks, e-content, university partnership, special project network.
6. **Distance learning:** informal learning.
7. **Electronic connections:** Electronic portfolios, e-mail, networks.

### Professional development “Outside” of work:

The professional development “outside” of work refers to learning activities that are “off-side” and not a part of a teacher educator’s ordinary work routines or responsibilities. **Professional development “outside” of work includes:**

1. Conventions, conferences and workshops
2. Exchanges, site visits
3. Sabbatical leaves, study tours
4. Retreats
5. Special training sessions
6. Distance education
7. Virtual professional networks
8. Professional association meetings, presentations, attendance, participation in governing bodies
9. External review panels, task forces, partnerships with other sources
10. Summer programmes
11. Funded research projects, collaborative research
12. Self study

### Professional development “Beyond” work:

Professional development “Beyond” work concludes various enriching experiences and learning opportunities that are away from work and college, ones that do not relate directly to practice. Professional development beyond work focuses on learning and growth experiences that feed the heart, mind, soul and passions of teacher educators.

### CONCLUSION:

Global challenges that have a lasting impact on the local teacher education sector, the development of quality teacher professionals is more crucial and indispensable today than ever before. In this respect, quality teacher professional development help practising teachers to update and familiarise themselves with new developments in education in terms of pedagogy, theories, and content. This is very important because teachers need to be acquainted with new developments to be able to prepare students who can function and succeed in an increasingly globalised world. The development of quality teacher professionals can help to redress the situation. There is a significant relationship between teacher professional development and quality improvement in education. Quality teacher professional development might serve as a panacea to poor quality education in colleges and universities. To that effect essential conditions must be met: i) all college and university teachers must be given opportunities to participate in quality teacher professional development; and ii) teacher professional development schemes must be organized according to teacher professional needs.

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