PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

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Meaning:

• Professional development is defined as activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher.” (OECD) pg.no. 51

• Effective professional development is on-going, includes training, practice and feedback, and provides adequate time and follow-up support.

• Successful programmes involve teachers in learning activities that are similar to ones they will use with their students, and encourage the development of teachers’ learning communities. There is growing interest in developing schools as learning organizations, and in ways for teachers to share their expertise and experience more systematically.
Elements of effective professional development

• Is content focused.
• Incorporates active learning utilizing adult learning theory.
• Supports collaboration, typically in job-embedded contexts.
• Uses models and modeling of effective practice.
• Provides **coaching** and **expert support**.
• Offers opportunities for **feedback and reflection**.
• Is of **sustained duration**
The Elements of Professionalism

- **Be the best**: Pros strive to excel, and excelling at every level is how you build a great career.
- **Be dependable**: Pros keep their promises, meet their commitments, learn from their mistakes, and take responsibility for their errors.
- **Be ethical**: Responsible pros work to avoid ethical lapses and weigh their options carefully when facing ethical dilemmas.
- **Be a team player**: Pros know how to contribute to a larger cause and make others around them better.
- **Be positive**: You owe it to yourself, your colleagues, and your company to maintain a positive outlook even when the going gets tough.
- **Be respectful**: Good business etiquette is a sign of respect for those around you; respecting others is not only good, it's good for your career.

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3 Critical components of an effective professional development plan:

• **Assessment**
  There is an established standard of success to describe what an individual who is successful looks like. There is a means of assessing where the individual is against this standard and continual assessment of progress that has been made.

• **Challenge**
  It must be something that stretches people, pushes them out of their comfort zones, and requires them to think and act differently.

• **Support**
  We tend to think only of monetary support, but what are the environmental support mechanisms. Who will provide guidance, feedback, and assistance as the individual tries out new skills, or takes on responsibilities that are beyond the scope of their current skill level? Is there a tolerance for risk taking and some failure?
<table>
<thead>
<tr>
<th>Type</th>
<th>Pre-service Education</th>
<th>Induction/Mentoring</th>
<th>Ongoing Professional Development</th>
<th>Evaluations and Resulting Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>● Prepare future teachers to teach public school students</td>
<td>● Assist new teachers in transitioning to classroom practice</td>
<td>● Keep teachers abreast of new curriculum and policies</td>
<td>● Assess teachers’ continuing professional growth and provide ongoing assistance</td>
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<tr>
<td>Strategies</td>
<td>● Quantity of subject matter coursework</td>
<td>● Minimum length of participation</td>
<td>● Minimum professional development credits/hours in specific amounts of time</td>
<td>● Plan requirements (i.e., inclusion of student performance)</td>
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<td></td>
<td>● Field experience and student teaching</td>
<td>● Mentor eligibility criteria</td>
<td>● Approval of professional development standards</td>
<td>● Frequency of evaluations</td>
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<td></td>
<td>● Methods of holding teacher preparation programs accountable for teacher quality</td>
<td>● Resources provided to beginning teachers</td>
<td></td>
<td>● Actions following unsatisfactory review</td>
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<tr>
<td></td>
<td></td>
<td>● Resources provided to mentors</td>
<td></td>
<td>● Evaluator</td>
</tr>
</tbody>
</table>
Examples of activities that contribute to professional growth and development:

- **Continuing Education** – courses, workshops, seminars, degree programs
- **Participation in professional organizations** – attending and presenting in conferences etc.
- **Research** – conducting research and share it
- **Improve job performance** – improving skills and learning new technologies
- Increased duties and responsibilities – taking new challenges, projects etc.

**Approaches to professional development:**

- **Skill Based Training**
- **Job Assignments**
- **Developmental relationships**
Differences between Training and Development

Training is.....
- time-bound
- budget-dependent
- often imposed
- often driven by systemic change
- ‘transitive’ as a notion
- dependent on a trainer
- possible only in groups
- based on an external agenda
- often problem-centred or deficit-based
- accountable to authorities

Development is....
- continuous
- an internal process
- optional
- a factor in personal change
- essentially ‘intransitive’
- independent of a trainer
- essentially individual
- based on an internal agenda
- person-centred and based on a growth view
- accountable mainly to self
We Teach We Learn

Shared Professional Development
- Action Research
- PDPs
- Professional Reflections
- Reviews of Literature

Community Relationships
- A Perpetual Campaign
- Local Newspaper Column
- Facebook
- Twitter
- Blog Posts

Area of Greatest Impact

Tools of Influence
- Continually Empowering
- Teachers with Skills of Influence and Persuasion
- Influence Training
- Blog posts
- Newsletters/opt-in emails
- Manifesto
- Book
The code of professional ethics for teachers:

• Provides a framework of principles to guide them in discharging their obligations towards - *students, parents, colleagues and community.*

• Increased awareness of the *ethical* principles governing the *teaching* profession is essential to ensure *'professionalism'* among *teachers*.
Standards for the behaviour and professional practice of teachers

- **Code of Ethics**: A set of aspirational goals based around the values of:
  - integrity
  - respect
  - responsibility

- **Code of Conduct**: A more detailed set of standards for professional and personal conduct and professional competence, based on the values set out in the Code of Ethics

- **Standards of Professional Practice**: A set of standards, which apply to all registered teachers, that articulate what all teachers should know and be able to do.
Virtual Campus TPD

Communities of Learning

- e-learning activities
- Authentic learning
- Activity-based learning

Individual needs

School-based TPD
Course-based TPD
Subject-based TPD
Simplified Logic Model for Professional Development

- Professional Development
- Teacher Knowledge and Skills
- Teaching Practice
- Student Outcomes
Models of Professional Development

**Individual**
- Regular, curricular-based, one-on-one sessions.
- Deep level of understanding.
- Dependent structure.

**School Wide**
- One-time, general (mass audience), group presentations.
- Basic level of understanding.
- Dependent structure.

**Group**
- Dynamic, regular, needs-based, group learning.
- Deep level of understanding.
- Flexible support.
- Independent structure.
Fig. 1. An alternative model of an effective CPD for teachers.
TYPES OF PROFESSIONAL DEVELOPMENT

- Mentoring
- Collegial visits
- Meetings
- Professional discussions

- Reading:
  - Journals
  - Research digests
  - Books
  - Discussion papers
  - Reports

- Researching:
  - organisation
  - websites eg. DET, CEO, ISV, VCAA, ACARA, AITSL, VIT

- Seminars
- Conferences
- Workshops
- Webinars
- Wikis

- Resource:
  - Research eg. Professional associations
  - Education organisations
  - Scootle
  - Improve

- Short courses
- Multi session PD
- Postgraduate study
- VET Cert I-IV
- Research participation
3. Objectives of a code

- Improve the ethics of the teaching profession
- Improve regulation and control of teacher misconduct
- Protect students from unethical conduct of teachers
- Promote a positive image of the teaching profession
- Promote a feeling of professional identity among teachers
- Improve the quality of teaching

Importance of the code for teachers!
7. Drafting the core values

- equity
- fairness
- openness
- courage
- commitment
- respect
- friendliness
- responsibility and caring
- helpfulness and co-operation
- trust
- patience
- loyalty
- integrity
- courtesy and politeness
- understanding
- helpfulness and co-operation
- diligence
- justice
- hospitality
- dignity
- honesty
- impartiality
- peace
- trust
- friendliness
- respect
8. Drafting the standards of conduct
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