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Teacher Training and Continuous Professional Development

Abstract

Education is a crucial stage for students as it prepares them to face the world of work and teachers plays an important role in the classroom to be an ideal facilitator, promoting and guiding the students not just by teaching as an instructor but don the role as an enabler and an empowerer. It is very essential to provide good quality education available, accessible and affordable to all the age groups of students. And to achieve this, there is a need to strengthen the education by providing the opportunities to teachers for improving their professional capabilities/Capacities. With the new generations having different approach to learning compared to previous generations, it requires the teachers to learn and grow professionally to improve their classroom skills. Teachers who have been in profession for many years would be usually reluctant to change their teaching methodology so with the help of Continuous Professional Development program if introduced in all colleges and schools, helps teachers to get in touch with the latest developments in the education sector and change the way of teaching. In order to successfully implement a change in educational methods, the teacher has to understand what changes they will experience in their teaching and learning process before introducing an educational reform. Teacher development is a continuing process where

teachers always seek new ways and methods to educate the students. And during Continuous Professional Development, teachers will acquire new understanding and concepts of new teaching methods and materials that are required for student learning and also develop professionally, socially and personally all together in their teaching curve. In this new age of challenges, demands and opportunities, CPD gains even greater importance, because this the only way teachers can equip themselves to cope with the change as they know the initial qualifications is not sufficient to ensure the quality of teaching delivered.

This paper describes the role of teachers, Continuous Professional Development role in educational change and the importance of having the support from educational institution for the successfully CPD of teachers.

Introduction

Teachers are the greatest asset of any educational system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. The Education Commission (1964-66) of India accepted this influence of teachers in powerful words, "No system can rise above the status of its teacher" Teachers help in shaping and reshaping the society and determine the quality of life in the community and the nation. Experiences of various countries reveal that the most effective way to develop good teachers in a dynamic and changing environment is to begin with a well-developed pre-service teacher education program and continue with career long learning opportunities. Each society, therefore, makes some provision for pre-service education and continuous professional development of teachers in order to help them contribute in the growth of society.

Continuous Professional Development and Educational Change

CPD is a term which is used to describe all activities in which teacher engage during the course of their career which are designed to enhance their work. The goal of CPD is to align teacher's practice with their educational policies; second is to help teachers to improve their performance to improve the learning outcome of students and third is to prestige and quality of teaching profession.

CPD is given importance by all governments in the world as it's the ever-changing needs of students in today's school and college. Considering the recent reforms in education such as curriculum changes and Globalization, CPD has no longer become an option but an expectation of teaching profession. An analysis of the recommendations of various commissions, committees and the education policy of India reveals the efforts of policy planners to bring qualitative improvement in teacher education system along with quantitative expansion of the facilities. Efforts have been made to make teacher education curricula responsive to the contextual needs of emerging society, and break the isolation of teacher education institutions. Whatever be the reason is for educational change, teachers always find themselves in a position of being simultaneously both 'the subject' and 'the agent of change'. On one hand, teachers have to implement the innovation and on the other hand the teachers have to make changes in their beliefs, attitudes, knowledge and skills and in their teaching practices.

Regardless of the direction of change, teachers, CPD and the implementation of educational innovation are inseparable as the process of implementation requires teachers to put new ideas and knowledge into practice. It is obvious that CPD of teachers and educational changes are interrelated and have crucial function in determining each other's success.

Importance of Educational institution

It is widely accepted that although teachers have suitable training opportunities as well as necessary beliefs, knowledge and skills, it may be unlikely to have a successful implementation of educational change without a positive and collaborative. It is widely accepted that although teachers have suitable training opportunities as well as necessary beliefs, knowledge and skills, it may be unlikely to have a successful implementation of educational change without a positive and collaborative. It is widely accepted that although teachers have suitable training opportunities as well as necessary beliefs, knowledge and skills, it may be unlikely to have a successful implementation of educational change without a positive and collaborative. It is widely accepted that although teachers have suitable training opportunities, beliefs, knowledge and skills, it may be unlikely to have successful implementation of educational change without positive and collaborative Educational institution. Just as conditions of classroom affect the ability of teachers to provide the best learning opportunities for students, so the educational institution positive or negative support to teachers. We have seen many difficulties that teachers come across in their CPD because of the culture and ethos of the educational institution they work. The first barrier is 'Silence' in which teachers learn not to talk too much about how they teach and their practices in public. The second barrier is 'individualism' where teachers are isolated and not willing to collaborate with their colleagues and the third barrier is 'Secrecy' which is limited self-disclosure where teachers do not feel comfortable working with other people. Teachers fail in the implementation of new ideas having no support from their colleagues when they attempt to learn new knowledge and skills, and change their practice.

From above, it can be seen that the solution to overcome these barriers is on the educational institution to come up with solutions. The institution to enhance the teacher learning, should

encourage the individual teachers to collaborate, learn from each other constantly. Provide an environment for teachers to work together in groups and communicate with each other easily. Teachers should be involved in decision making process and acknowledge the shared power and authority. Finally, teachers should be provided with certain degree of autonomy and choice of their professional learning.

Teacher development is a management responsibility and institution have to provide teachers with the opportunities that they can create an environment in which meaningful interactions among staff can take place. This is to emphasize the importance of positive institution for Teachers CPD along with many other factors.

Conclusion

Continuous training of teaching, management, guidance and control staff is achieved according to the development in the field of education and professional training, including in terms of the national curriculum, and according to the personal interests and needs for development. Obtaining a new teaching specialization, different from the current one, through appropriate studies, is considered continuous training. The continuous training of teachers includes: professional development and career evolution. Given the importance of teacher's role in the implementation of educational reforms, this paper calls for future research to further explore the optimal conditions under which effective CPD can occur. Teachers can develop themselves continuously and become creative, innovative, and thoughtful professionals who can make a positive impact on the quality of teaching and learning process.

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