

Professional Development in Education

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Abstract

Education may be a learning cycle without an end, it's not getting to stop after graduation and starting a career. Continuing education helps career-minded individuals to repeatedly improve their skills and become more professional at their work. It's particularly important for college administrators within the field of primary and education management to enable professional development for teachers not only to offer their students the simplest learning results but also to be simpler and fulfilled throughout various other aspects of their job. Educational technology guidelines for college areas and standards for curricula are continually changing. This makes it challenging for teachers to stay up with trends and best practices within the field. Professional development for teachers turns teachers into stronger and more fitting teachers by allowing them to supply useful and personalized lessons for the scholars today. Professionalism in teacher education is that the dire need of the hour. Knowledge and knowledge alone aren't enough for teachers in their entire careers to supporting them. National board certification is one option for teachers abroad for seeking professional development and for adhering to the present educational standards to make sure optimal learning for college students. Studies have supported that students taught by the teachers who had national board certification had higher scores altogether subjects as compared to the scholars of the teachers without a national board certification.

Key words- Education, professional development, career-minded, Professional studies.

Introduction

Professional development for teachers ensures that teachers should be ready to answer every question that a student throws in. This development will allow teachers to expand their knowledge domain in various areas of the topic. It refers to instructors developing and improving their skills to raised meet the requirements of their students. Approaches to professional development include reviewing case studies consultation and training mentoring and technical assistance. Here collaboration and evaluation happen to enable educators to reinforce students' outcomes.

Need and Importance of Professional Development in Education

Through discovering new teaching strategies through professional development for teacher's educators can return to the teaching space and make changes to their teaching styles and curricula to raised suit their student's needs. Nonetheless these

improvements are difficult to assess as they are usually introduced slowly. Through introducing educators to new delivery techniques, assessment styles and record-keeping approaches professional development for teachers makes them simpler in their presentations and course assessments. Teachers develop better skills in organizing and management much of the teacher's time is spent on student evaluations curriculum development and other paperwork additionally to the hours spent in classroom preparation. Professional development for teachers can help teachers to plan their time better and stay organized. This makes teachers more efficient and provides them overtime to focus not on paperwork but students. Teachers gain knowledge and insight into industry. Students expect teachers to be specialists within the material for the topics they teach. Professional development will permit teachers to enlarge their awareness province in many parts of the matter. Teachers want to develop their education so they find it easy to urge burdened with the routine of teaching. Professional development for teachers

gives them an opportunity to exit of their routine they become the scholar instead of the teacher. It keeps educators motivated as they know they get the professional assistance they have to be better teachers. It keeps educators motivated as they know they get the professional support they have to be better teachers. After all professional development encourages the talents of teachers willing to require on leadership positions in education and teachers got to learn from other experienced leaders to become effective leaders themselves within the future.

Ways of professional development

Professional development can help new and experienced teachers develop the talents. They have to feel confident within the classroom. Effective professional development helps teachers shape career-long learning. Professional development encourages the teachers to participate in their own learning. A scarcity of professional development resources for teachers are often discouraging. It communicates that anyone simply doesn't want to take a position within the quality of teaching and puts more stress on teachers to develop their skills alone.

Through the following ways teacher can do better development professionally.

- Courses/workshops (i.e. On the basis of subject or methods and or other education-related topics)
- Education conferences or seminars (at which teachers and researchers present their research results and discuss education problems)
- Qualification programme (e.g. a degree programme)
- Observation visits to other colleges.
- Participation in a network of teachers formed specifically for the professional development individual or collaborative research on a topic of professional interest.
- Mentoring and coaching, as part of a formal school arrangement.
- Focuses on too many goals which are sometimes conflicting
- It is relevant or meaningful to teachers to develop their ability to understand

technology, engage students, commitment, innovations etc.

- Does not involve ongoing support or feedback for teachers
- This is related with unrealistic expectations for implementation time & outcomes etc.

Professional development strategies

- ✓ Set high expectations for student achievement.
- ✓ Use the most-recent educational technology.
- ✓ Plan instructional strategies.
- ✓ Apply higher-order thinking skills.
- ✓ Use cooperative learning.
- ✓ Apply classroom management techniques.

Role of ICT in Professional development in education

The most striking and latest innovation in the field of education is the integration of data and Communication technology in education. The educational institutions administrators and teachers should deal with the suddenly increasing demand for information and skills. Teachers cannot depend on only big blackboard projector and video-graphed concepts as either because the transaction of curriculum is poor or the tools utilized in its transition absence application and skill. Technological resources that are available for teaching and learning specially include hardware and software additionally to the growing range of peripherals which include video, CD-ROM and transmission media. The rapidly changing nature of technology continues to expand the range of resources available for any subject-specific learning. Educators must be imaginative flexible and willing to renew their vision of teaching and learning if they are to fully realize the potential of educational technology. The quality of teachers and their continuing professional education and training remain central to the achievement of quality education. Yet today the amount and quality of teachers teaching practice and teacher education face serious systemic challenges across the planet. UNESCO believes that these challenges can be addressed through a holistic systemic approach to education and teacher development systems in ways

in which also incorporate the enabling role of ICT. UNESCO facilitates initiatives associated with the mixing of ICT in teacher education by supporting existing teacher development communities of practice, multi-stakeholder partnerships, capacity building of policy-makers and the development of international standards on ICT competencies for teachers.

Effects of Professional development in education

Modern society demands top quality teaching and learning from teachers. Teachers need to possess an excellent deal of data and skills with reference to both teaching and assessment practices so as to satisfy those demands and standards of quality education. The core 21st century skills contains problem solving and important thinking, creativity and innovation, and collaboration and communication. These skills are clearly interrelated during a sort of ways, and therefore the development of problem solving skills especially is usually tackled through active learning approaches. There is a spread of such pedagogical approaches, including group work and brainstorming, collaborative and co-operative work and team-based problem solving; these educational strategies are often driven by a stress on providing students with the talents and attributes to become self-directed and highly autonomous life-long learners. So as to develop these core 21st century skills in students the teachers should apply effective teaching learning strategies which may develop these skills at the classroom. Subsequently to use these instructional strategies within the classroom effectively and efficiently the teacher should complete the professional training and continuous professional training like the teacher training and induction program. And also it had been found that the teachers with effective training and sound pedagogical background were more successful in their teaching profession. Therefore, professional training process and professional development process is one among the important factors within the teachers' use of classroom practices. If the teachers have sound professional background and professional knowledge they will effectively use the varied instructional practices within the classroom. In many research it is often found that there was the connection between the teachers' pedagogical

practice and their professional development. Often, teachers aren't big enthusiasts of professional development. It's probably because Professional development rarely results in actual change or improvement. These are following the ideas as below: -

- Set specific, student-oriented goals
- Make learning collaborative and hands-on
- Provide support throughout the implementation process
- Revisit and track goals
- Have realistic expectations

Focusing on Teacher Engagement to Improve Professional Development

- Provide access to technology and present information visually.
- Make it meaningful.
- Let us talk and collaborate.
- Encourage active and practical learning and make connections to real-world applications of the course material.
- Develop meaningful teacher student's interactions like learn students' names and demonstrate that you care about their lives.
- Make course expectations clear and based on learning outcomes.

Conclusion

Creating such environments necessitates creating meaningful formal professional development programs and other opportunities for teachers to find out also as implementing policies and practices in schools and colleges that nurture cultures of learning for teachers and students alike. This vision of learning and teaching draws on an extended tradition of reform in education that has emphasized the necessity for all students to find out significant disciplinary core ideas including scientific and engineering practices that are a part of inquiry. Additionally, the vision emphasizes the necessity to integrate knowledge through crosscutting concepts to show science in these ways, teachers will have got to move far away from traditional models of instruction that emphasize memorizing facts and covering an outsized number of discrete topics focusing instead on core ideas studied through active student

engagement in investigations and opportunities to reflect on and build scientific explanations for phenomena. This new vision of science teaching and learning would require new learning on a part of all teachers altogether of those domains. New curricula and instructional experiences will get to be crafted with input from and therefore the active engagement of teachers. Somehow professional development is measures for improving quality of teacher education namely, reorganization of course, innovations, development of positive attitude of pupil teacher, removal of isolation of teacher education, close down of inferior quality of institution, emphasis of in-service training and distance learning etc.

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