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Teacher Professional Development

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Abstract

In the 1980s, a brand-new movement known as holistic learning was born in opposition to the then-current, mechanical-learning model. However, it is thought that the idea of educating based on a person's full experience has roots in antiquity, including ideas from Greek and other indigenous civilizations, and has become more significant during the past century. In the 20th century, a variety of strategies built on whole-person education have been used. In a holistic approach to teaching, teachers balance the needs of students in terms of academic performance, emotional well-being, social well-being, and ethical well-being. A supportive learning environment is important. Students are taught to reflect on their choices, their impact on their environment (locally and globally), and how they can learn from those around them. Teachers often provide students with assignments that ask them to apply their critical thinking skills to real-world problems. This paper examines the forms of professional learning and professional development that make comprehensive education possible in the 21st century. It argues that neo-leftist, market-oriented schooling models with an emphasis on standardized testing, limited, traditional, and uncritical use of technology, coupled with performance-based pay, have demeaning and deskilling teachers by relying on recent literature such as: (Hargreaves; Fullan; Robinson; Shirley; Timperley; and Hattie). According to the evidence, we need passionate, innovative, and socially, emotionally, physically, spiritually, and intellectually engaged educators to meet all children's educational needs and prepare them for a happy and fulfilling future in an ever-evolving world. The paper proposes an approach of continuous professional development and learning that begins with a holistic analysis of students' needs, followed by the subsequent learning

needs of teachers, and then models learning-focused interactions that are necessary for effective learning.

Keywords: holistic education, teacher professional learning, comprehensive education, coherent learning, market-based schooling models

Introduction

Teacher professional development is any endeavor by educators to advance their education. It is one of the ways teachers advance their knowledge which helps students perform better. Learning can occur in both structured and unstructured environments. Some examples of formal settings include conferences, classes, workshops, and retreats. Some informal settings for teacher professional development include independent study or investigation, collaborative learning projects, or just chitchat in the staff room. There are different levels of teacher professional development for teachers. Some are district-wide, some are among instructors at a particular school, and some are within the classroom or one on one. Effective teachers are more successful in instructing students. Effective teachers are better equipped to become effective teachers, especially if they have ongoing learning opportunities and/or professional development materials. Any educator engaged in professional development must have student achievement at the forefront of their minds. According to a professional development organization's Hayes Mitchell, "Teacher professional development takes place when teams of teachers focus on their students' needs." In order to ensure that every student is successful they work together to learn and overcome challenges. New teachers have never had the chance to build their own resources. Teachers spend their whole life learning new skills to respond to the challenges they face. Both new and experienced teachers can gain the skills they need to feel comfortable in their classrooms. Teachers can impact students' lifelong learning through successful professional development. On a daily

basis, teachers have to make challenging decisions based on many different types of information. In addition to having an in-depth knowledge of these areas, teachers must be able to collect and analyze data. Understanding and making decisions lead to highly important outcomes for students' future. Educators must be cognizant of how student learning might influence their actions in various ways. To evolve, teachers must take the necessary steps to gather additional information so that they can better understand what is going on and make better decisions about what would be best for their students. The teacher must be able to develop in light of the developmental factors, the learning styles, the language and culture influences, the individual temperament, the interests, and the pedagogical philosophy. In making decisions, teachers must prioritise what is best for the student above all else.

Review of literature on professional learning:

While there are many elements that contribute to the attainment of these objectives, recent research literature indicates that what teachers know and what they are able to do is one of the most important determinants of student learning (see, for example, Darling-Hammond and Sykes (1999), Fullan (2006), Hill (2006), Wilson (2006), Floden (2006), Ferrini (Mundy (2001)) Teachers must work collaboratively with their students, translate curricula and theoretical concepts into practice in the classroom and across the school, and create a learning environment conducive to effective learning. The most recent research also highlights the complexity of the act of teaching and the ability of highly competent teachers to apply a wide range of practises for a wide range of purposes, incorporating and integrating various types of knowledge in a range of ways, adaptable and proficient (Bransford (2006), Cole (2005), Knowles (2000), Darling-Hammond (1998), Joyce (2002) The importance of intentional, ongoing, high quality professional learning and development to support teachers in responding to changing, complex and challenging demands (see Berliner,

2001), Hawley (1999), Showers (2002). For example, According to Fullan (2006), "professional learning that is contextually based, personalised and data-driven" is "one of the three critical components of breakthrough thinking" that will be "essential for making significant changes in education" and that "will significantly enhance and sustain learning" for both students and teachers. In other words, "teachers should always be learning in their classrooms" (Fullan, 2006). In recent years, there has been a growing interest in professional development programmes specifically designed to meet the needs of mid-career teachers. The challenges of effective mid-career professional development for teachers have been extensively studied in various research papers (Berliner (2005), Elmore (2004), Feiman (2001), Fullan (2001), Guskey (1995, 2000, 2005), Hammerness (2006), Hawley (2006), Valli (2006), Lieberman (2006), Wilkins (2006), Tomlinson (2006) and Warren-Little (2007) among others. These papers outline a number of factors that must be carefully considered when selecting appropriate delivery modes/standards/approaches for assessment of professional learning.

Professional development techniques that have been tried include study groups, writing groups, professionally oriented graduate programmes, action assessment and instructional strategies in educational institutions sites and career ladder initiatives and differentiated certification and incentives. However, there is no consensus on the results of any of these strategies, although some of them appear to have some impact on professional learning. There is no magic bullet when it comes to creating and deciding on quality professional development. There are many factors that need to be considered, such as the context, the particular professional experience of the teacher learner, the school and system support and efforts, and many more. The literature shows that infrequent, ill-conceived and/or poorly planned approaches to teachers' professional development are not only costly, but also often lead to a transmission approach to learning which is often inefficient. As Warren-Little points out, 'nothing has frustrated me more

than the thousand or so seminars and conferences which were held but which produced little or no change in practice when the instructors returned to their classrooms.’ It is a well-known fact that these approaches to professional learning are inadequate. While continuous professional development in a variety of ways has been around for a long time, evidence from both home and abroad suggests that efforts to improve student learning and to transform schools need to pay special attention to effective professional development for experienced instructors. The literature most often describes professional development for experienced teachers as a stage or segment in a long-term career development process. Professional development for professional educators encompasses many elements and takes many forms in the overall context of teacher development initiatives. A successful professional development initiative must be cohesive. Its goals and standards, processes and practises and assessment methods must be clear, relevant and manageable standards. It must have measurable results that are connected with student learning and organisational learning needs as well as social learning objectives. This review provides an overview of the latest literature on professional development topics and delivery methods for experienced teachers, including appendices and related references.

Steps to Make Teacher Professional Development Effective and Engaging

Teachers are actively involved in their learning through professional development. This also ensures that students and teachers love learning. When the school administration offers training and support, it shows that the school administration values what teachers do and encourages them to move forward. When there are insufficient resources for teachers’ professional development, it sends a message that the school administration is not interested in investing in the quality of instruction. It also increases the pressure for teachers to learn their craft independently. Running a successful professional development workshop for teachers is challenging for a variety

of reasons. Time, money, dedication, effectiveness, etc. may seem insurmountable, but it shouldn't prevent you from giving your teachers the opportunity to improve their understanding.

Making It Specific

Every teacher faces unique challenges and brings a diverse set of skills to the classroom every day. Many of the professional development options available to teachers are too broad and don't apply to most, or even all, of them. It's a good idea to ask our professors for their advice on how to make professional development relevant because it's likely that they've got a lot to contribute. Giving teachers the ability to participate in what they learn or how they learn it is a good thing. Give them lots of options for seminars and courses they can sign up for. Focus on the depth rather than the breadth. Make sure that teachers leave that session with the knowledge they need to start putting it into practice in their classroom. Ask for feedback at the end of the session and then use it to repeat the cycle. Ask the teachers what went right, what didn't go so well, what they'd like to improve on and what they want to learn more about next time.

For example, there are several ways to personalize teacher professional development (PPD). Start by collecting information on topics that teachers want to learn about and reviewing past sessions using tools such as Google Forms.

Get Teachers Invested

Most teachers say they don't like feeling like students because they're professionals who are here to build on their already existing, unique, and powerful skills. It's highly unlikely that the session is going to have a significant impact or inspire improvement in the classroom if students aren't involved. Both the teacher and the student suffer when there's a lack of engagement. Use active learning techniques when setting up an active engagement in class session. Ask teachers to look for opportunities or groups that their students can join if the class is about service learning.

Teachers need to be excited and engaged Teachers learn in different ways and respond strongly to auditory, kinetic, written, and visual learning techniques, just like students do.

For instance, Discussion about blended learning might cover a variety of approaches for teachers to engage with the subject:

- Request software demonstrations from students with experience
- Have teachers who value collaboration come up with ideas for subject-specific methods to integrate technology into the classroom with their peers.
- Give a teacher the chance to discuss her experiences using blended learning strategies, including her accomplishments and obstacles.

Make it Ongoing

A professional development (PD) session's effectiveness depends on both its immediate effects and how well it sticks in the classroom. A 2021 systematic review found a strong correlation between student results and educational equality and instructor quality. It's interesting to note that the review also highlights how some PD has been linked to substantial, long-lasting effects on both teaching practises and student progress. Teachers could be hesitant to introduce novel approaches and concepts into their lesson plans if they are not dedicated to lifelong learning and support. This may lead to the wastage of resources and time. Making ensure that teachers get the assistance they need is essential as they work to improve their teaching strategies. Encourage educators to come to you with any queries or worries. To decide on future areas of attention and teaching methods we should improve student learning and use data on both teacher and student performance. By doing this, we are aligning our decisions with the most recent research findings and demonstrating your support for evidence-based practices.

For instance, EdTech software is gradually becoming as one of the greatest methods for gathering useful information on student performance and comprehension. Teachers are given the

skills they require to effectively utilise information about students for enhancing their classroom instruction when given the chance to receive training on EdTech platforms that are subject-specific. Prodigy Math is a no-cost, standards-aligned math game which puts students to the test in a knowledge- and adventure-filled setting. School administrators and instructors can gain useful insights into which classroom strategies are promoting student performance and which areas need to be improved thanks to real-time data and robust reports.

Embedded into the Teaching Process

Schools and districts will always need to spend money on professional development. But one of the biggest costs—time—can be controlled. Effective learning doesn't happen in the "afternoon." Teachers and administrators often struggle to fit professional development opportunities into their day-to-day schedules. Time is a resource, and we can control how we spend it. That doesn't mean we'll spend less time on teacher professional development activities, but we'll make the most of what's available. Start peer coaching sessions. Encourage teachers to observe their peers on a regular basis. They'll get the opportunity to see how their classmates solve problems in class and how they handle their assignments. They'll also get the opportunity to work together to identify areas for improvement. Make sure you're giving your teachers constructive criticism. If they don't know where to improve, they won't have the opportunity to take action.

For example, assign each educator a subject with a challenge and divide them into learning groups based on their proximity to the challenge. For example, challenge Grades 4-, 5-, and 6 teachers to find a way to scaffold information effectively and accelerate student development if you see that those students are typically struggling with fractions. Mizell suggests that learning teams should meet two or three times a week, and each group should have a "skilled facilitator" who can guide them while they focus on their objectives. All instructors work together to improve student performance, and new teachers can learn from others' experiences.

Conclusion

With so many things to keep track of in school, professional growth often falls by the wayside. Work to change the school's culture around professional development initiatives, rather than feeling bad about it. Any new professional development strategy should always begin with small, carefully monitored pilot studies to assess its effectiveness, as suggested by educational scholars. Everyone in the school benefits when accessible, engaging, and stimulating professional development opportunities are available for teachers. To sum up, professional learning is the pursuit of continual improvement of practise. Student learning and professional learning are closely linked. The professional learning framework supports learning activities that are based on regional legislations and regulations, system needs, personal development needs, and student learning needs. The framework encourages members of an institution to identify and pursue their interests and skills.

A standards-based approach to professional development allows for an integrated teacher preparation process. The SPS and the ETS must be embedded in every programme and professional learning initiative that the institution accredits. Good learning theories provide the basis for high-quality professional learning outcomes. The framework considers the priorities of each person's work and personal life. It includes a wide range of flexible, accessible, and professional training opportunities for Faculty Members. Teachers should structure and assess their professional development.

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