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CONTEMPLATING PROFESSIONAL GROWTH IN EDUCATION SYSTEM

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Abstract

The paper is articulated on the basis of extracted factors from the literature including Professional Growth, Pr-Service Training, In-Service Training, Knowledge-base and, Inclusion. Evaluation of the teaching personal has led to improvements in teaching processes in educational programs. It has been observed that teaching styles in schools impacted fewer than 10 to 25 percent of student achievements. Teachers' traditional assessments are inaccurate in assessing trained teaching workers.As the definition indicates, formal activities such as pre-service training, in-service training, conferences, seminars/workshops, and formal collaborative learning networks are critical determinants that lead to the continuous growth of learning in the teaching process

Keywords: Accountability, Professional Growth, Autonomy, Pedagogy.

Introduction

The paper is a review-based analysis aimed to explore the factors associated with Teachers' Professional Development. The analysis is based on the secondary sources on Teachers' related factors understanding the context properties required for overall development of teachers' and educational settings. The paper is articulated on the basis of extracted factors from the literature including Professional Growth, Pre-Service Training, In-Service Training, Knowledge-base and, Inclusion.

Professional Growth

Evaluation of the teaching personal has led to improvements in teaching processes in educational programs. It has been observed that teaching styles in schools impacted fewer than 10 to 25 percent of student achievements (Kless et.al., 2019). Teachers' traditional assessments are inaccurate in assessing trained teaching workers (ibid.). Professional development has started to be viewed as another collegial path to achieving accountability requirements (Kless et al., 2019).

These reasons are currently influencing the concept of educational growth in the teaching process. According to Day, professional development is described as a "voluntary and conscious learning experience that improves the classroom's educational quality by teaching the teacher, community or organization directly or indirectly (Flores et al., 2009). However, the completeness of any professional development lies not just in the time-frame but also in the continuity of the formalized training and learning experience that it offers to create skills in the teaching field that can meet students' evolving demands. The explanation of professional development here is limited solely to the present time-frame that overlooks the importance of dealing with professional development (Flores et al. 2011). Professional growth is thereforeoutlined as "any form of activity that seeks to enhance previously acquired knowledge, competencies and learning experiences of the teaching profession through training and voluntary participation in formalized learning networks of the concerned field" (Machado et al., 2017). As the definition indicates, formal activities such as pre-service training, in-service training, conferences, seminars/workshops, and formal collaborative learning networks (Nasreen and Odhiambo, 2018) are critical determinants that lead to the continuous growth of learning in the teaching process.

Pre-Service Training

Understanding pre-service training is based on two principles for developing teaching pedagogy in teaching (ii) teaching on teaching (Loughran, 2006). Since both concepts are related, pre-service training offers a robust framework for learning 'how to teach' rather than 'what to teach.' Some studies have narrowly analyzed the most effective education programs in developed countries, such as Canada, and have found that pre-service teacher training positively impacts teachers' professional development (Kless, 2008). Canada's Bachelor of Education Pre-Service Training Curriculum follows two models – one that encourages specialization after regular graduation and the other that is exclusive teacher training right after high school (Dongre et.al. 2016). Other research studies conducted in various areas of the United States, including Los Angeles and North Carolina, investigating the effects of pre-service training on student achievement have shown that there is a strong connection between pre-service training and student learning (Enzi, 2017; Cantrell et al., 2008; Ladd et al., 2019). Some studies also show that pre-service preparation helps promote indicators for identifying teacher quality distribution by school heads or principals (Harrington, 2020; Chingona et al., 2014; Fluckiger et.al 2014).

A research study in Pakistan aimed at exploring the activities practised in Continuous Professional Development used mixed methods on a random sample of 30 secondary school principals and found that school organization leaders suggested that professional learning through seminars, presentations, teleconferences, or videos narrowly adhered to teaching strategies and school discipline but

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was widely based (Nasreen and Odhiambo, 2018). These results give rise to the need for training in the teaching profession to develop teaching skills.

In-service training

Sustainable careers across the globe make use of provisions that brace for potential labour market challenges. Sustainability of different industries needs consistency in their growth as it is directly related to productivity. Study studies have shown that training programs related to the work carried out are positively related to employees' productivity (Dearden et al., 2005). Like every other career, consistency of professional learning is key to a successful teaching capacity. One solution to achieving this consistency is on-the-job or in-service preparation. In-service training concerns "any process of specialized education that aims to provide contextual knowledge and competencies that are mandatory for effectively sustaining the given role in a job" (Onasanya, 2009). Nakopodia (2008) has described an in-service training program as "a process about continuous updation of educator's knowledge, competencies, and interests in the concerned field" The definition indicates that the importance of in-service training can be threefold: (a) mentoring teachers in terms of academic expertise and professionalization; (b) encouraging educators to develop context-specific Knowledge and skills for successful classroom management; (c) to encourage educators with sufficient psycho-social facilities to meet the diverse student community's challenges in the future; (Asiyai, 2020). International research has looked at factors that have an impact on the career growth of teachers and found that in-service teacher training programs have a positive impact on teaching and student achievement (Serneels et al., 2020; Brown & Alexandersen, 2020). In-service training can be described operationally as "formal teacher training that is dedicated to contextual learning to enhance pedagogical skills and knowledge through a change in attitudes and beliefs, innovative methods and scientific research" (Serneels et al., 2020; Desimone, 2009).

Some other research studies have shown that in-service training systems, which included an emphasis on content and realistic orientation on class management and strategies to improve pedagogical skills, appear to yield better results than conventional in-service training formats (Yoon et al., 2008; Biewen et al., 2014). Based on quality improvement, the current developments have shown an urgent need to reconceptualize in-service teaching systems through the development of equal learning opportunities and socially inclusive pedagogical work on student-centred and outcome-based learning in a variety of settings (Börner, 2018; Jensen et.al., 2018; Guiso et.al 2008). Another study conducted on a group of 48 teachers in Nigeria aimed at exploring the relationship between in-service instruction, educational performance and academic achievement of secondary school students. Using the Pearson Product Moment Correlation, it was found that in-service teacher preparation was significantly associated with successful teaching in the classroom and students' higher academic achievement (Asiyai, 2020).

Knowledge-base

As a result of a deeper understanding of the subject, comprehensive Knowledge of the pedagogical material taught in the classroom is required. Early studies have shown that teachers' competence is not explicitly linked to "the delivery of knowledge in any class situation" (Berliner, 2001). Ballough and Baughman (1997) have shown that teachers who have often switched to schools with insufficient Knowledge of subjects have decreased skills relative to other teachers. Another research that teachers with expertise in literary subjects could not retain the same expert teaching in science-related subjects (Zeitz, 1994).

Researchers claim that information is an essential part of competence, independent of any domain (Kassymova et.al, 2019). Based on the students' needs and the desired outcome of a learning process such as schooling, various researchers have classified extensive Knowledge as "Pedagogical knowledge, pedagogical content knowledge, content knowledge and knowledge of the learning population" (Kalin et.al., 2017).

In identifying Pedagogical Material Awareness, the most critical aspect of many studies is teaching methods. One such teaching approach is the subject of a particular stimulus to think deeply. Expert teachers develop teaching methods that include deep cognitive stimulation in their subjects (Amade-Escot, & Bennour, 2017). A research study investigating the effect of teaching methods in assessing the amount of Knowledge gained by students in Physical Education found that teaching methods involving real-life or resolving strategic planning problems enabled students to learn (ibid.).

Inclusion

As a class-diversity student population, it provides an incentive for improved learning, given that it is appropriately utilized. Apart from mainstream students, students with disabilities turn up in schools for this learning opportunity. This is where the word 'inclusion' becomes apparent. Studies have shown that almost 71% of transition students with learning difficulties exhibit low performance in necessary reading skills than 18% of conventional students (Bevan, 2014; Kalin et.al., 2017). Another research investigating the relationship between secondary school teacher experts and the drop-out rate found that learning disabled children showed a low drop-out rate from secondary school where teachers were eligible to recognize and deal with their academic problems (Carver, 2019). These reports argue that the diverse learning community contains mainstream students and students of marginalized

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backgrounds. The literature consists of many studies representing different types of drawbacks, ranging from socio-cultural to physical and intellectual. For ease of interpretation, therefore, we have limited our operational definition to physical and intellectual disability. Inclusion is thus operationally described as "the ability to spread knowledge equitably to the physically and intellectually disadvantaged learning population along with other students."

The operational description is essential in providing an extension of the concept of expertise by including such students. It indicates that, if inclusion is proportionate to initiatives for the equal diffusion of information to physically and mentally disadvantaged students, comprehensive expertise would mean making extra efforts beyond traditional teaching methods to support these students with grade-level material as well as necessary literacy skills (Chigona et.al. 2014; Dormann et.al. 2013)

A research study investigating best teaching expertise strategies found that teachers who viewed themselves as "general teachers" had little acceptance of the idea of "inclusiveness" and appropriate teaching strategies for students with learning disabilities (Flores et al., 2009). Similarly, another study examined teaching methods in schools found that most of the commonly used teaching methods did not discuss deeper comprehension of techniques, reading and writing challenges for children with disabilities (Serneels et al., 2020; Desimone, 2009). This is further amplified by several studies that indicate that teachers with traditional teaching skills are not even aware of learning disabilities, and far less want to support students despite the Knowledge they have provided (Chingona et al., 2014).

Conclusion

The present review concludes/informs few pieces of evidence-based research. The area is more driven by qualitative based methodologies instead of quantitative based ones although there is a presence of studies on the development of teachers but its relationship with other associated factors is missing under the purview of the research. The available literature suggests that the aforementioned factors are linked with professionalism, but the gap is easily understandable as there is no empirical evidences. The study establishes the importance of accountability and professionalism, however, there is strong need of creating holistic environment conducive towards the efficiency and efficacy of the system. The government had taken important measures from time to time but the consideration of autonomy is missing with respect to teaching at school level.

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