



## Teachers' Perspectives on Continuing Professional Development

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### Authors' contributions

This work was carried out in collaboration between all authors. Author RYK designed the study, formed the methodology part of the research, coordinated the research team and supervised the work. Authors ADD and FT collected data from the teachers. Author ADD also, managed the analysis of the research. Authors DB and FT did the literature research, drafted parts of the manuscript, developed the first version of the study. Author FT managed the results and conclusion of the study. All authors read and approved the final manuscript.

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### ABSTRACT

**Aims:** A school in which professional learning occurs among teachers is beneficial to both teachers and students. Professional learning is something teachers do, as they learn and share information and materials, and strive to improve student learning outcomes. Teachers are engaged in collaborative learning process through PL in order to develop their teaching skills and knowledge. Teacher collaboration has been acknowledged as critical in the teacher learning literature, but PL has been studied in a small number of research articles.

**Research Design:** This paper explores how teachers' PL of planned or unplanned events is viewed and experienced within school.

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# Teachers Perspectives On Continuing Professional Development

**Maureen Sinyangwe, Yota Dimitriadi**



## **Teachers Perspectives On Continuing Professional Development:**

**Teachers' Perspectives on Continuing Professional Development** Matseliso Mokhele, 2014-11-12 There is a consensus that many continuing professional development programmes have yet to understand professional development from the teachers' perspectives. This perspective acknowledges what drives teachers to enlist in these programmes and how such programmes can make a difference to them and their classrooms. In this book I explore the teachers' opinions of the continuing professional development intervention, its meaning to them and their work, and its impact on their classroom practices and students for the duration of the intervention and beyond. In conclusion I propose that continuing professional development, however well intentioned and executed, is received differently by each teacher as a result of their personal circumstances and investment in the programme. I argue that the greater the unity between the personal circumstances and motivations of the teachers and those of the continuing professional development intervention, the more likely the outcome will be meaningful for the participating teachers. In turn, the ability to sustain the benefits of the intervention will be enhanced.

**Continuing Professional Teacher Development in Sub-Saharan Africa** Yusuf Sayed, 2018-03-22 Continuing Professional Teacher Development in Sub-Saharan Africa explores the prospects that the on-going continuous professional development (CPD) of teachers working in schools offers for meaningful change, particularly towards improving the quality of educational provision for the majority of the continent's children. By reflecting on teacher professional development efforts and their place in broader education reforms, the book highlights the challenges of teacher CPD in these education contexts, contexts strongly shaped by endemic poverty, underdevelopment, and social upheaval. The collection draws together examples of innovation and resilience and the valuing of teachers as critical role players enabled and empowered through their on-going development as education professionals. Drawing together a wealth of experience, the volume identifies the policy and research implications for the future of CPD across the continent, providing important lessons that can be integrated into a post-2015 development agenda for Africa.

**International Handbook On The Continuing Professional Development Of Teachers** Day, Christopher, Sachs, Judyth, 2005-12-01 Christopher Day and Judyth Sachs have done a remarkable job of pulling together an outstanding collection of essays on professional development that reflect its stunning diversity in different regions around the world. They have done for readers what no one else has accomplished in nearly a quarter century: combine in a single volume a clear and concise description of professional development's past, present, and projected future internationally. Thomas R. Guskey, University of Kentucky, an engaging text throughout and can be dipped in to or read from beginning to end. The editors and authors of this book have done a great service to teachers and professional development educators worldwide. Journal of Inservice Education. This Handbook brings together theoretical and empirical research on purposes, policies, and practices of teachers' continuing professional development (CPD) over the last twenty years. It provides a unique collection of regional writing from key professionals in different regions of the world.

featuring A review of current CPD literature Discussion of the politics policies and purposes of CPD Case studies from Europe USA Australia Asia Africa and South America A synthesis of research and future research possibilities The book comprises a fascinating mix of conceptual framing accounts of purposes and practices case studies and analyses of best practice from a range of highly regarded writers in the field It is an indispensable source book for policy makers and teachers at all levels of the education systems Contributors Beatrice Avalos Ray Bolam Pam Christie Marion Dadds Christopher Day John Elliott Susan Groundwater Smith Shirley Grundy Ken Harley Alma Harris Geert Kelchtermans Geoff Lindsay Judith Warren Little Agnes McMahon Daniel Muijs Alan Penny Judith Robison Judyth Sachs Ciaran Sugrue David Tripp **Continuing**

**Professional Development of English Language Teachers** Senkamalam Periyasamy Dhanavel,2022-12-12 This book provides a comprehensive understanding of India s continuing professional development CPD landscape It examines the issues surrounding the professional development of English language teachers in India at the tertiary level from multiple perspectives Further it evaluates various models of continuing professional learning CPL and emphasizes the transformative model as a solution to the social administrative or other impediments teachers encounter in their lives Importantly it presents examples solving academic and non academic problems in formal and informal and face face and technology mediated forms of teaching and learning by teachers of English in different contexts It discusses the latest developments in the literature related to the transformative and reflective approach to classroom problems faced by teachers on the ground such as classroom environment students socio economic background teachers education and teacher assessment Also it positions continuing professional development CPD as having transformative power in teaching English in India and how it can improve students learning opportunities The book is relevant to English language teachers teacher educators and researchers in India and across the globe to address significant issues in the field how to handle every classroom situation and how to train oneself as a teacher as well as a teacher educator **European Perspectives on Professional**

**Development in Teacher Education** Ken Jones,Jim O'Brien,2016-01-08 This collection focuses on the ways in which policy relating to professional development and professional learning in teacher education is changing across Europe The chapters examine how policies change with time and with changes in personnel at various levels in the political or professional spectrum It also highlights the continued diversity of the education systems of Europe despite moves towards economic and social integration A common theme running through the chapters is an understanding of the importance of professional development and professional learning of educators in the success and effective operation of the education systems of the countries concerned This book was originally published as a special issue of Professional Development in Education The Personalized Continuing Professional Learning of Teachers Orit Avidov-Ungar,2023-11-23 Taking a personalized and global approach this timely volume links theory with application in the context of continuing professional development CPD for teachers exploring current scholarship on teachers CPD and charting the shift towards continuing professional learning CPL

Chapters look at concepts such as motivation expertise career trajectory life story and empowerment as well as their influences and respective roles in the personalization of teachers professional growth during their career Presenting the principles of personalization and their significance for teachers CPL this book provides a global perspective and model that clarifies the practical implications of the move towards teachers personalized CPL including the necessary changes in both teachers attitudes and teacher education frameworks Offering a unique and innovative multidimensional template model that works as a tool for teachers interested in structuring their professional learning this book will be useful to practitioners and researchers involved with teachers professional development school leadership school management as well as international and comparative education research more broadly [African Perspectives on the Teaching and Learning of English in Higher Education](#) Alexandra Esimaje, Bertus van Rooy, 'Demola Jolayemi, Daniel Nkemleke, Ernest Klu, 2023-05-23 This book brings together the work of African scholars and educators directly involved in initiatives to improve the teaching and learning of English in higher education across Africa Offering alternative perspectives across different African countries with examples of decolonised practice in research the book provides a critical discussion and examples of successful practice in the teaching of English in Africa Each chapter of the book reports on a specific context and a specific teaching and or learning initiative in higher education with emphasis on comparability of information and on clear evaluation and critical analysis of the intervention The editors offer a thoughtful comparison of different methods strategies and results to provide an authoritative reference to effective strategies for English teaching and learning The book paints a cohesive picture of the field of English language teaching in Africa and will be of great interest to researchers scholars and postgraduate students in the areas of applied linguistics English teaching and comparative education

**Collaboration as a Tool for Professional Development. The Perspectives of Secondary School Mathematics Teachers in Zambia** Maureen Sinyangwe, Yota Dimitriadi, 2021-09-14 Academic Paper from the year 2021 in the subject Pedagogy The Teacher Educational Leadership grade 1 00 University of Reading Institute of Education language English abstract This paper explores the reasons for the teachers reluctance to engage in the collaborative tasks and also the implications this has for collaboration as a tool for professional development There is increased attention on Continuing Professional Development of teachers for the purpose of improving the quality of teachers practices and improving pupils learning experiences and achievement and overall quality of education One important aspect of teachers CPD that is championed is collaboration CPD through collaboration can be considered as an intensive interaction that engages educators in opening up their beliefs and practices to investigation and debate Collaborative CPD can cover a number of activities ranging from working together with colleagues in informal unplanned ways to structured more formalized communities of inquiry or learning communities Among the potential benefits of Collaborative CPD are sharing knowledge understanding and experiences and enhancing reflective practices to support professional development One point is clear that teachers willingness to actively engage in or to collaborate for the purpose

of their professional development is crucial for collaborative CPD. While there are several benefits that come with collaborative CPD, some teachers in the Zambian context are reluctant to collaborate. Why would teachers be reluctant to collaborate?

**Teachers' Perspectives on Finnish School Education** Eduardo Andere M, 2013-12-11 This superbly researched study offers a chalk face perspective on the secret of Finland's educational success. Providing an intimate and revealing portrait of the Nordic nation's schools and its teacher training system, it sets out to explain why Finland's students consistently rank top with low variance and moderate inputs among OECD countries across the range of criteria from reading to mathematics. Alongside the detailed analysis culled from many hours of interviews with teachers and principals and dozens of visits to school throughout the country, the author maps the educational landscape of Finland: the sector's history, culture, and development; its guiding principles, methodologies, and learning environments. The result is a cogent assessment of how and why Finland is universally regarded as a high grade educational exemplar. The volume provides the hundreds of researchers, teaching professionals, and policy makers who visit Finland in search of inspiration with essential background material on the country's magic educational ingredients, which include a highly motivated cohort of well-trained teachers, a recognition of the vital importance of early years education and nurture, functional and inviting learning environments, and a rejection of pedagogical dogma in favour of developing methodologies that produce results at the same time as fostering students' confidence and collegiality. At the same age, Finland's schoolchildren have roughly one less year of formal schooling than most of their international counterparts, do not consider themselves to be overworked, and rank alongside hot-housed Singaporean or South Korean youngsters in international assessments of achievement. They are the educational equivalent of world-beating sports stars who make success appear effortless. This volume lifts the lid on the hard work and careful planning that underpin their achievements.

**Continuing Professional Development of TESOL Practitioners** Andrzej Cirocki, Raichle Farrelly, Heather Buchanan, 2023-11-27 This textbook serves as a current and comprehensive resource on effective Continuing Professional Development (CPD) for TESOL practitioners in various contexts around the world at various stages in their careers. The practices described by language teachers, teacher educators, and professional development providers in this book offer a vision of critical issues to consider when designing and evaluating professional development opportunities. Effective professional development requires careful planning informed by the realities of the local context and the specific needs of the teachers. This textbook is designed to support those who provide professional development opportunities by presenting global perspectives on professional development for a range of teaching contexts at different language levels. Each chapter includes a discussion about the type and source of support available in the given context, as well as a reflection on the challenges that exist for both teachers and CPD providers. These insights serve to help CPD designers and providers as they problematize teacher development opportunities in their context. Each chapter concludes with a synthesis of the strengths of CPD in the local context and a discussion of future directions that

target opportunities for transformation and improvement This volume celebrates teachers teacher educators and CPD providers around the world High impact practices are presented from fifteen countries Cameroon Canada Costa Rica Indonesia Kazakhstan Malta New Zealand Norway Oman Qatar South Africa South Korea Sri Lanka Tanzania and the United States of America

**Factors Affecting Teachers' Participation in Continuing Professional Development (CPD)** Sally Wai-Yan Wan, Patrick Hak-Chung Lam, 2010 This paper presents the findings from a small scale case study of Hong Kong primary teachers perceptions of the factors affecting teachers participation in continuing professional development CPD The study applies a multiple approach with mixed research methods including using a self developed survey questionnaire on the basis of the CPD framework as proposed by Advisory Committee on Teacher Education and Qualifications ACTEQ 2003 and focus group interviews with two groups of teachers The study was conducted in two primary schools in order to explore teachers perceptions of the factors affecting teachers participation in continuing professional development CPD The implications of school based professional development and government policies related to CPD are discussed in the paper Contains 17 tables

**Practices and Perspectives of Teaching and Teacher Education in Africa** Boadu, Gideon, Odhiambo, George, Marandi, Pegah, 2023-09-25 Teacher education is a known variable that impacts the quality of teaching and schooling yet while research on practices in teaching and teacher education abound in other contexts there seems to be no comprehensive reference work on teaching and teacher education in Africa With Africa and the diaspora boasting rich diverse political and educational contexts and practices this gap in knowledge requires that attention be focused on investigating issues that shape the pace course and direction of teaching and teacher education in these contexts Practices and Perspectives of Teaching and Teacher Education in Africa facilitates scholarly discussions among scholars and practitioners about practices innovations and future possibilities for educating the next generation of competent students and teachers in Africa Covering topics such as educational reforms equity career progression and curriculum development this major reference work is ideal for administrators industry professionals researchers academicians scholars practitioners instructors and students

**1st International Conference on Lifelong Education and Leadership for ALL-ICLEL 2015** Assoc. Prof. Dr. Osman TİTREK, Ress. Asst. Gözde Sezen Gültekin, Dr. Subhan EKŞİOĞLU, Asst. Prof. Dr. Demet ZAFER GÜNEŞ, Asst. Prof. Dr. Regec VOJTECH, 2016-03-01 Copyright 2015 ICLEL Conferences All rights reserved by ICLEL Conferences

**Continuing Professional Development of Teachers in Finland** Yongjian Li, Fred Dervin, 2018-08-24 This book examines continuing professional development CPD of teachers in Finland As one of the best performing countries in terms of education the Finnish education system is often revered and held up as an example to follow However the authors argue that CPD actually constitutes the Achilles heel of this miraculous system demonstrating that in fact it is a victim of contradictory discourses and actions among decision makers teacher educators and practitioners Including extensive interviews from CPD providers teachers and other educational actors the authors critically discuss the wonders of Finnish

education in the process debunking various myths created both inside and outside Finland The authors also call for a new approach to comparative and international education Based on over 20 years of experience in Finnish education this pioneering book will be of interest and value to students and scholars of Finnish education continuing professional development and international education branding more generally *Conference proceedings. New perspectives in science education 7th edition* Pixel,2018-03-19 The Autonomy Paradox: Teachers' Perceptions of Self-Governance Across Europe Wieland Wermke,Maija Salokangas,2021-03-24 What do we mean when we speak about teacher autonomy How free are teachers to go about their work To answer these complex questions the authors asked thousands of teachers in four national contexts in Finland Ireland Germany and Sweden what they think autonomy looks like The resulting book examines teacher autonomy theoretically and empirically comparing teachers perceptions of their professional autonomy Utilizing a mixed method approach the authors combine data from a large scale questionnaire study teacher interviews lesson and meeting observations and workshops that brought together teachers from the four participating countries All this engagement with teachers revealed that simply increasing their professional autonomy might not lead to desired outcomes This is because from a teachers point of view increased decision making capacity brings further complexity and risk to their work and it may instead lead to anxiety self restriction and the eventual rejection of autonomy These surprising conclusions challenge the increasingly orthodox view that increased autonomy is a desirable end in itself This is what the authors call the autonomy paradox *Inspiration and Innovation in Teaching and Teacher Education* Karen Goodnough,Gerald Galway,Cecile Badenhorst,Rob Kelly,2013-03-22 Inspiration and Innovation in Teaching and Teacher Education is an edited collection that offers a variety of conceptual and research based discussions on teaching and teacher education in Canada and internationally The ideas research and practices presented in the book focus on three broad themes the essence of teacher education innovative practices in teacher education and emerging issues in teacher education The book includes chapter contributions from a group of international scholars teacher educators and teachers who are adopting innovation in how they are conceptualizing teaching and teacher education and in how they are engaging in the practices of teaching and teacher education The contributions examine emerging issues that have far reaching implications for what we do in teacher education elucidating the successes opportunities and challenges inherent in teacher education The contributors to this book are inspiring others to examine their own beliefs and practices about what constitutes effective teacher education

**Classroom Practice and Teacher Cognition** Nicholas Bradley,2024-10-26 This collection occupies the middle ground between teachers showcasing their work and academics presenting research that is often situated in irreproducible uncommon or impractical classroom settings The work presented here is provided by full time university language educators who maintain a robust and active research agenda that focuses on their own classroom practice Whether one wishes to label it under action research exploratory practice reflective practice or other the findings of the research into their own practices



and educational contexts are accessible and will resonate strongly with both practicing teachers and academics investigating classroom practice and teacher cognition All articles are written with the aim of developing practice in a way that is recognisable to teachers and beneficial to their educational efforts Indeed recent literature calls for guidance to come from those actively engaged in classroom teaching and who apply sound research methods to the daily contexts lived by teachers and students

**Individualizing Professional Development** Vicki R. Husby, 2005-03-10 Developed around an unassailable conceptual framework of adult learning theory self directed learning action research critical reflection and group learning Husby pointedly addresses the interests and standards of society her individualized professional development program provides for professional accountability because individuals goals must impact student achievement and it adheres to professional standards as explicated by the National Staff Development Council From the Foreword by Jo Blase Professor of Educational Leadership University of Georgia This book makes a distinct contribution to the field by stressing ownership of growth by the adult learner and the role of the facilitator in creating a fertile environment for growth It fills an unmet need on the market Mike Ford Superintendent of Schools Phelps Clifton Springs Central School District NY I was completely engrossed with this book Husby hit on all the important steps in establishing a staff development program and explains not only the how but also the why Catherine Kilfoyle Duffy English Language Arts Chairperson Three Village Central School District East Setauket NY Provide learner focused professional development that builds organizational capacity When teachers direct their own professional growth activities learning is more meaningful and effective But how can a program capitalize on this fact while remaining focused on larger school and district performance goals Individualizing Professional Development explains how to satisfy both individual needs and preferences of teachers and organizational demands for accountability and improved student achievement Author Vicki R Husby integrates best practices of adult learning action research and self directed learning into a job embedded professional development process that successfully joins these sometimes competing goals Designed as a how to manual this accessible resource includes Step by step directions for designing and implementing a program Mini lesson directions and materials A reproducible learning plan template Examples of participants individualized learning plans Typical teacher commentary in response to the program Considering today s high stakes educational environment the need for this flexible sustainable and inexpensive professional development program has never been greater Discover the tools and strategies to facilitate individualized teacher learning and improve academic performance

**The Professional Development of Early Years Educators** Jane Waters, Jane Payler, Ken Jones, 2019-07-23 This book provides a critical insight into comparative approaches to the professional learning and development of early years educators taken to include all those working in a professional capacity with young children in educative settings including home based care and education It also analyses leadership development for the early years workforce and the evaluation of the success or otherwise of professional development initiatives involving early years

educators The book includes perspectives on relevant policy development at local and national levels and critical consideration of research literature on the effectiveness of professional development programmes for early years educators The book is essential reading for professionals working in early years settings for those engaged with the professional learning of early years educators and for academics researching professionalism in early years education It provides international perspectives on the professional learning and development of those working in early years education This book was originally published as a special issue of the journal Professional Development in Education

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