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Professional Development for Teachers in Respect to National and International Perspectives

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ABSTRACT

Professional development provides a framework that promotes and facilitates teachers to learn the necessary skills, competences, values and beliefs for their anticipated professional role in classroom, school and community. The present study intended to ascertain different strategies of professional development for teachers as per NCFTE-2009 and NEP-2020. The study also discussed about the concept and importance of professional development for teachers and highlighted the strategies of professional development for teachers in some countries like Australia, Finland, Japan, Norway, Taiwan and USA of the world. The present study discussed about 20 strategies of professional development for pre-service and in-service teachers as per NCFTE-2009 and 36 strategies of professional development for pre-service and in-service teachers as per NEP-2020 in respect to national (India) perspectives. The present study found different uniqueness and strategies in teachers' professional development in different countries of the world. Investigators of the present study believed that professional development of teachers in Japan is highly standard in comparison to other countries.

Keywords: International Perspectives, National Perspectives, NCFTE-2009, NEP-2020, Professional Development, Teachers.

INTRODUCTION

Professional development can be regarded as the practice of dynamic works like, knowledge-based management and usage, emphasis on students, workplace engagement and autonomy and judgment (Chand, 2010). Professional development covers all aspects of resources for facilitated learning. The professional development of teachers gives them a chance to step out of their routine — they become a life-long learner, not a teacher. It motivates teachers to be great teachers and they know that they need professional assistance in this purpose. It motivates educators when they realize that they have the encouragement to be great teachers. Overall, professional development supports teachers who wish to become experts in education and teachers must learn from such accomplished educators in order to become successful teachers in future themselves. Implementing professional education offers benefits for teachers and pupils, but, above all, it allows teachers to learn and become skilled future school administrators. Ultimately, professional development enables teachers to resolve all the big challenges they faced and it's a perfect way for creating a dream classroom (Postholm, 2018).

RATIONALE OF THE STUDY

Professional means a worker who wants a high standard of schooling for better future. Teachers clearly describe the actual means of preparing for emerging developments in their educational records. Professional development means self-development relevant to our career, and we must hold ourselves up-to-date with the latest changes in our profession in order to improve our profession. It may be performed in various educational classes, formal training courses and large-scale career learning projects with core support such as workshops, conferences and courses (Nath & Roy, 2015). Many investigators have given their views on professional development of teachers. These are given below.

Dilshad, Hussain & Batool (2019) found that time, finance and unavailability of work leaves were major challenges that influenced teachers' continuing professional development. The study suggested that teacher professional development should be viewed as an ongoing process. Workshops and seminars must be regularly scheduled and arranged by the institutions in order to develop teachers' academic skills. Soe (2018) revealed that teachers who have completed their professional development can do it better than teachers who have not completed their professional development, such as teacher training, teacher guidance and mentoring. Therefore, professional development of teachers is a very important factor in improving teaching strategies. Gore et al (2017) suggested that innovative pedagogical techniques like quality teaching may be used to guide the content of pre-service and in-service teachers' professional development and improve collaborative process. Kalaiyarasan (2017) Teachers' professional development includes raising awareness of their position and expectations for their occupation. It also includes reading, reflective thinking, an in-depth self-analysis, and self-work, and a close observation of learners and teaching-learning techniques. Saunders (2014) indicated that professional development is not about what happens in a workshop or a course, but what happens as teachers try to think about innovative methods or procedures in their jobs. Teachers continue to negotiate a variety of factors as new methods and procedures are introduced. Some of them include student behaviour, student engagement, school atmosphere, resource access and conflicting policy criteria. Philips (2008) revealed that professional development is the key to educational improvement and it is essential for the development of teachers' quality.

From the above discussion, it is clear that different investigators have different views on teachers' professional development. Different research studies revealed different aspects on teachers'

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professional development in respect to different policies of the different countries. These variations in the different research studies motivated researchers to conduct the present review based study.

OBJECTIVES OF THE STUDY

- 1) To discuss the concept and importance of professional development for teachers.
- 2) To ascertain the different strategies of professional development for teachers as per NCFTE-2009 and NEP-2020.
- 3) To highlight the strategies of professional development for teachers in some countries of the world.

CONCEPT OF PROFESSIONAL DEVELOPMENT

Professional development is a set of resources, supports and training sessions for teachers to enhance the consistency and effectiveness of their teaching. These resources allow teachers to further their knowledge of their subject area and provide mentoring and the ability to learn new teaching strategies. Those who participate in seminars or leadership sessions shall learn and improve specific skills, including scientific, quantitative and analytical skills. Professional development means acquisition of skills and knowledge for personal and career development (Bicaj & Treska, 2014).

IMPORTANCE OF PROFESSIONAL DEVELOPMENT FOR TEACHERS

Hauge (2019) revealed some importance of professional development for teachers. These are given below:

- Teachers can improve teaching techniques.
- Teachers can build up stronger communication and organisational skills.
- Teachers can expand their knowledge in different subject areas.
- Help students for better learning outcomes.
- Lifelong learning motivates and offers teachers a positive outlook and allows them develop courage to overcome whatever challenges they encounter in teaching and learning.

National Curriculum Framework for Teacher Education-2009 was developed by Government of India to prepare ideal, innovative, humane and affectionate teachers. It has suggested some strategies of professional development for both pre-service and in-service teachers. These are given below:

DIFFERENT STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR PRE-SERVICE TEACHERS AS PER NCFTE-2009

1. Crafted Curriculum Design: NCFTE-2009 recommended that the curriculum (crafted) of the pre-service teacher education programme should be designed based on theoretical, empirical and experiential knowledge for pre-service teachers.

2. Field Based Experiences: NCFTE-2009 suggested that pre-service teacher should participate in theory with field studies that allow them to interpret knowledge as something that is involved in learning, incorporate scholarly understand exactly and practical learning into the real environment not as external to the learner.

3. Meaningful Internship and School Experience: The pre-service teacher preparation programmes should include an integrated interaction with students in school situations, training and tracking

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interactions of students and regular teachers in schools. As an instructor, the student-teacher can be able to understand how to set practical goals in terms of instruction, quality of curricula and pedagogical practice. In this internship phase, teacher trainees can create innovative teaching-learning materials that can be a valuable resource for regular teachers. NCFTE-2009 suggested that internship experiences must be structured so that instructor qualifications can be tested, social interaction can be promoted within the discipline, the growth of teacher-learning ideas can be stimulated, a safe experimental area can be provided, insights into new experiences can be provided, and encouragement for further study and reflection can be improved.

4. Process Based Teacher Education: NCFTE-2009 suggested that pre-service teacher education should be process based socio-culturally enriched by which students can perceive the social, cultural and political sense.

5. Training to be Reflective Practitioners: According to NCFTE-2009, teacher education programmes at all levels should provide future teachers with an opportunity to consider themselves and others, to build sensitivities, to evaluate and to reflect. They can also have plenty of chances for observing, participating and collaborating in groups of students. Curriculum for critical material participation and growth of expertise in pedagogy, observation, theatre, skilful arts, narrative and reflective inquiry should be appropriate. Critical insights and reflection on teaching activity need to be reflected on their own perceptions and assumptions as part of course and class assessments. Feedback is required for learning how to represent, to be accessible, consistency, appropriateness, and sufficiency.

6. Theory-Practice Dialectic: According to NCFTE-2009, theory courses need to be planned and transacted to create more space for deep understanding of interactions among knowledge, studying, and teaching methods. Learning should be integrated both theory and field opportunities. Theoretical study must be accompanied by realistic classes that allow student teachers to interact with children and their environments. Theoretical study must be undertaken by schools.

7. Classroom Based Research: NCFTE-2009 recommended that teaching-learning centre should have a forum to undertake brief study aimed at improving teachers' awareness towards learners and enhancing their subject matter expertise. For example, a study on how children learn to use the tools and solve arithmetical problems by concentrating upon the numeracy of children. The research-based curriculum system offers instruction and learning guidance through increasing teachers' awareness on how children develop more complex ways to solve arithmetic tasks. In essence, this will strengthen the learning of students through teacher preparation.

8. Self-Directed Activities: NCFTE-2009 suggested that the teaching-learning center should serve as a structural space, with tools for autonomous practices such as school book evaluation. Learning teachers should review textbooks in order to test their suitability for children of various ages. Topic measurements, presentation form, the vocabulary used when dealing with topics and gender questions and the pedagogical approach will also promote analytical thought by apprentices. The study of alternate text materials will introduce them to numerous forms of writing texts.

9. A Platform for Developing Repertoire Skills: NCFTE-2009 recommended that the learning center should provide a forum for the organisation for seminars aimed at cultivating a repertoire of practitioners, such as storytelling, art, music and theatre. Trainees would learn to use stories as a way to foster language expression, ingenuity and creativity in learners. They would develop newsletters,

storey poetry and arrange classroom reading corners. They learned to use drama and art as instruments and as techniques for the administration of classrooms. Via brief study assignments, teacher trainees and teacher practitioners improve their abilities to observe, record, evaluate and interpret.

10. Teacher as Researcher: NCFTE-2009 suggested that teacher trainees should offer an opportunity to learn and evaluate observations of them and interpret the truth in different theoretical and experiential contexts, The involvement in these activities may develop several skills as a researcher by organized classroom-based research projects to allow them to use mechanisms to enable reflective practice. During this year, the trainees will be taking on a variety of activities like evaluating school textbooks and substitute content, analyzing students' failures and studying their types and methods of learning.

DIFFERENT STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR IN-SERVICE TEACHERS AS PER NCFTE-2009

1. Short and Long Term Courses: NCFTE-2009 recommended that short and long term courses can be developed and provided to the in-service teachers to join over a year, so as to improve unique skills. **For example**, In particular areas such as "teaching fractions," "developing secular attitudes among children" or "AIDS education," a DIET could plan and recommend courses.

2. Utilization of Distance Media: TV, radio, telephony, twitter and other ICT related tools are useful to provide tools and access to ideas and to disseminate information in greater depth. Distance media should be used easily to keep teachers in the classroom in contact with other experts and provide connectivity for instructional and academic practitioners (within universities). The alienation of teachers while fostering a "culture" to strive for intellectual encouragement and teamwork would go a long way. This would break a lot.

3. Sabbatical for Learning and Investigation: Teachers either have an opportunity to take one (paid or not) year off to study in another college, university or nongovernmental organisation or to spend any time in order to study. Such sabbatical content may be connected to an eventually produced report or publication for further dissemination. These sabbatical services can also be linked to a good tutor on the web for the instructor at that period. It must be promoted to carry out small experiments and case studies so teachers can explore, exchange and improve their activities.

4. Professional Conferences and Meetings: Professional development for teachers will also be required to attend seminars and workshops specific to the discipline, such as, 3 to 4 days a year to attend certain gathering. Funding may also be given for commuting to and holding those meetings.

5. Professional Forum, Resource Rooms and Materials: It is important in the professional education field to have a professional environment such as meetings in school and clusters to review and analyze one's practice, prepare yearly work calendars for each of the schools and plan weekly and monthly classes, as well as discusses the cluster or block level with the instructional and resource managers of the school. The time chart must have time to encourage teachers to address the topics of the classroom and the teaching schedule. At the cluster stage, it is important to make accessible information in reference materials, internet resources and people with resources available.

6. Faculty Exchange Visits and Fellowships: There may be several teacher exchange fellowships for each district to encourage selected teachers to study and train at a school in a different state inside or outside the country for three months or one academic year. Such visiting teachers may also be accommodated in schools and how to better use their facilities during their stay. Teachers will be supported with short-term funding and fellowships (based on proposals), either by going to the departments of DIET, CTE, IASE and University or by organizing special events for schoolchildren and teachers in their own locality.

7. Language Proficiency: NCFTE-2009 recommended that specially crafted teaching programmes and work programming can improve in-service teachers' language skills.

8. Sites and Agencies: According to NCFTE-2009, faculties of technology, humanities and social sciences departments in university could include expanding the resources provided to school students, opening their seminars and bookshops to teachers, and sharing innovations and new ideas with them. IASEs, CTEs, DIETs, BRCs and CRCs may also examine and establish training programmes aimed at general progress at schools or targeted at special schools or district classes. They should also centre their efforts on providing teachers with classroom resources through their close partnership with the school principals.

9. Content and Pedagogic Approach: The design of in-service programmes, provide a wide variety of background and focus on the particular priorities of each programme. However, during the planning and execution of different systems, some general concepts surrounding material and pedagogical method need to be held in mind. The programmes must be established on the concept of providing "places" for exchanging experiences within teaching groups, so that individual experiences and ideas can be exchanged more effectively. The quality of the programmes should allow teachers to connect to them on a personal basis and also to find ways of reflecting upon these experiences.

10. Training Based on Classroom Needs: According to NCFTE-2009, the training design should be based on the learning materials, pedagogical skills and techniques in the organisation and management of the classroom, the comprehension of learning strategies, the review of errors and appraisal of learners.

The 'Union Cabinet of India' has approved the 'National Education Policy-2020' on 29th July, 2020. It has recommended some strategies of professional development of teachers at both pre-service and in-service level. These are given below:

DIFFERENT STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR PRE-SERVICE TEACHERS AS PER NEP-2020

1. Strong Practicum Training: NEP-2020 highlighted that a four-year integrated B.Ed. will be a required requirement for teaching by 2030. This should be based on learner education in local schools that teaches a broad variety of content and pedagogy. The same multidisciplinary colleges that provide the 4-year integrated B.Ed. will also offer 2 years B.Ed programmes and they will be targeted only at students who have already received bachelor's degree in other subjects. These B.Ed. programmes will be replaced by suitably adapted 1-year B.Ed. programmes, and may open to all students who have completed the similar of 4-year multidisciplinary Bachelor's Degrees or who have studied master's degree in any specific subject and want to become a subject teacher. Anything like B.Ed. degrees should be offered only by recognized multidisciplinary higher educational institutions.

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2. Pre-Service Training in High Quality Content and Pedagogy: NEP-2020 recommended that student-teachers should have to receive training in high-quality content and pedagogy through multi-disciplinary approach.

3. Pre-Service Training in Most Recent Techniques of Pedagogy: NEP-2020 recommended that All B.Ed. programmes should have to provide time-tested instruction and the new instructional innovations, including pedagogy of basic literacy, multilevel curriculum and appraisal, the training of autistic students, the coaching, use of learning devices, and integrated learning of kids.

4. Visit local Resource Centres to Develop Knowledge: NEP-2020 suggested that pre-service teachers need to visit local resource centres like BRCs, CRCs, BITEs, DIETs and other relevant government departments to develop knowledge about pedagogy and increase efficiency in management skills.

5. Emphasis on Practice Based Learning: NEP-2020 recommended that pre-service teachers need to be trained through practice based learning approach to understand the content logically and scientifically.

6. Community Involvement: Pre-service teachers should have to identify different education related issues and problems of local community. If possible, they can suggest some legal solutions to prevent the issues and problems.

7. Involvement in Research and Publications: Pre-service teachers need to involve in different research related activities like action research, descriptive research, experimental research, case study, ethnographic study and so on. They can publish their research work in different journals/books/Newspapers etc. so that others can understand the problem and take proposed suggestions to eradicate the problems and issues.

8. Participation in Seminars/Conferences: Pre-service teachers should have to participate in seminars/conferences to develop knowledge and to keep up-to-date. In seminars/conferences they also can share their conceptual understanding and present the results of their research or investigation.

9. Development of Technology Oriented Learning Skills: Pre-service teachers need to develop technological oriented learning skills like computer aided learning, e-learning, blended learning etc. to be modern pre-service teachers.

10. Development of Knowledge on Modern Teaching-Learning Strategies: Teacher trainees need to develop knowledge on modern teaching-learning strategies like ICT based teaching-learning, flipped classroom, mind mapping strategy, 7E teaching-learning, activity based teaching-learning etc. and they should have to know how to implement these strategies in real classroom.

11. Development of Knowledge on Special Education: NEP-2020 suggested that Teacher trainees should have to develop specific knowledge on special education like children with disabilities/divyang children including specific learning disabilities. So pre-service teachers require knowledge of the subject matter and comprehension of the instructional goals, and also necessary expertise in order to recognize and address these special child needs. Thus, during pre-service teacher training, certain fields may be established for specialist teachers or generalist teachers.

12. Participation in Co-Curricular and Other Co-Curricular Activities: NEP-2020 recommended that pre-service teachers should have to participate in different co-curricular activities (study visit, career counseling etc.) and other co-curricular activities (sports, cultural activities, literary activities etc.) for their professional development.

13. Innovative Mind: Pre-service teachers should have to use their creative thinking skill on pedagogy like creation of improvised teaching-learning materials, 3D teaching model, and web based lecture etc.

14. Development of 21st Century Skills: Pre-service teachers must have to develop 21st century skills such as strategic thought, imagination, teamwork, engagement, knowledge awareness, media literacy, digital literacy, versatility, leadership, initiative, effectiveness, technical and social skills for their professional development.

15. Participation in Workshops and Field Based Teaching Practice: Teacher trainees should have to participate in workshops (hands on experience) and field based teaching practice (internship programme) for their professional development.

16. Continuous Assessment and Evaluation: There must be a provision of continuous assessment and evaluation process in four year integrated B.Ed and two year B.Ed programmes for pre-service teachers by which they can develop their professional skills.

17. Development of Knowledge on Various Subjects: NEP-2020 suggested that beyond the teaching of cutting-edge pedagogy, pre-service teachers can learn about different topics such as economics, history, physics, psychiatry, early childhood education, fundamental literacy and digitalization, Indian knowledge and its ideals, ethos and art and practices and more.

18. Reformation of Pre-Service Teachers' Training Programmes: NEP-2020 recommended that all teacher training programmes should have to include training in time tested pedagogical methods, multi-level teaching and testing, curriculum for children with autism, special ability or ability preparation for children, use of education technologies, learning centre and interactive learning, etc.

DIFFERENT STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR IN-SERVICE TEACHERS AS PER NEP-2020

1. Continuous Professional Development: NEP-2020 recommended that each instructor will each year engage, motivated by his/her own desires and choices, in the 50 hours of continuous professional development opportunities. The new pedagogies will address basic education and numeracy and the preparation and adaptation to learning outcomes and individualized, skill-based training and associated pedagogies, including experiential learning, arts integration, sport integration, and history-based approaches, will be systematically discussed through continuing professional development opportunities.

2. Developmental Opportunities: NEP-2020 suggested that teachers will continually be given the ability to develop themselves and to benefit from their discipline the new technologies and developments. A modular approach for continuous teacher development can be implemented to ensure that each teacher has the ability to maximize their own development as a teacher. Teachers will be able to take advantage of developmental resources, in the form of local, state, national and

international teaching seminars, as well as online courses for teacher development, so that each teacher can select the best for their own development.

3. Online Platforms: NEP-2020 recommended that In order to exchange ideas and best practice for teachers, online forums such as SWAYAM, DIKSHA etc. will be developed.

4. Merit based Tenure Track System: NEP-2020 suggested that teachers who do exemplary work deserve to be respected, encouraged and paid to motivate other teachers to do their best. Thus a rigorous merit-based tenure can be established in advancement, and pay system of numerous teacher ranks that will promote and accept professionalism and commitments by tenures, promotions, and salaries rise for each teacher level.

5. Assessment of Performance during In-Service Period: NEP-2020 recommended that The State/UT Government will create a framework of various criteria for proper evaluation of results based on peer feedback, enrollment, participation, CPD hours and other modes of service to schools and the city, etc. Such valuations will be used to define tenure decisions, promotions rate and raises in wages for each teacher.

6. Career Growth: NEP-2020 recommended that all levels (i.e., Foundational, Preparatory, Middle, or Secondary) of school curriculum will be in-service parity requirements. The solution would be to ensure the teachers' development in one school stage (i.e., in terms the contract, promotions, pay raises, etc.) and that there is no career advancement opportunity to switch from the early to later or vice versa stages of becoming a teacher. This supports the fact that the best quality teachers are needed for all stages of education, and that no stage would be more critical than any other.

7. Vertical Mobility of Teachers Based On Merit: According to NEP-2020, it would also be important to ensure the vertical mobility of meritorious teachers; excellent teachers with proven organisational abilities and communication skills will be trained to hold academic leadership roles in colleges, schools, and BRCs, CRCs, BITEs, DIETs and government departments or ministries.

8. Professional Standards for In-Service Teachers: NEP-2020 recommended that a shared guideline package of the National Professional Standards for Teachers (NPST) shall be established by 2022 by NCTE in collaboration with NCERT, and SCERTs and teachers from across levels and territories, specialist organizations in teacher training and development and higher education institutions. The criteria will discuss perceptions of the teacher's position at varying levels of experience and skills. It would also provide performance evaluation criteria for each rank which will be conducted annually. The member states should follow this method to evaluate all teacher career management, including tenure, career growth, pay raises, promotion and other recognitions after the probationary / tenure track. Promotions and pay raises are only based on such assessment not on the duration of service or seniority; the technical criteria will be checked and updated based on thorough scientific study of the device performance nationally in 2030, and every ten years thereafter.

9. Organize Innovative Teaching-Learning Activities: NEP-2020 suggested that in-service teachers need to organize different innovative teaching-learning activities like flipped classroom, mind mapping strategy, blended learning, field based learning etc. This will help learners to develop their higher order thinking skills and go beyond the textbook. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

10. Participation in Co-Curricular and other Co-Curricular Activities: NEP-2020 recommended that in-service teachers should have to be participated in different subject related Co-Curricular activities like remedial courses, job training, research visits, student workshops etc. and other Co-Curricular activities like cultural programme, games, NSS, NCC etc. for their professional development. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

11. Participation in Extension and Dissemination Activities: NEP-2020 suggested that in-service teachers should have to be participated in special lectures or talks or seminars as resource person to disseminate their knowledge among students. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

12. Participation in Seminars, Conferences, Panel Discussions, Workshops, and Short Term Training Courses: NEP-2020 recommended that in-service teachers should have to be participated in different Seminars, Conferences, Panel Discussions, Workshops, and Short Term Training Courses to develop their knowledge and increase efficiency. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

13. Involvement in Research and Academic Contributions: NEP-2020 suggested that in-service teachers need to be involved in different research and academic contributions like action research; publication of articles, research papers, books etc. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

14. Development of e-Learning Materials: NEP-2020 recommended that in-service teachers should have to be engaged in the creation of e-learning materials like e-content development in MOOCs, e-module development, Blog writings, upload lectures in YouTube etc. Educational authorities and administrators and other valued personnel should have to encourage in-service teachers in this.

15. Participation in Topic-Centered and Project-Based Clubs with Students: NEP-2020 suggested that teachers can take their students to various clubs based on subjects and projects (for example: Science Club, Math Club, Music Performance Club, Chess Club, Poetry Club, Language Club, Drama Club, Debate Club, Sports Club, etc.). Funding shall be made available to bring teachers to these circles or clubs where they do not meet at their own schools.

16. Knowledge Development on Digital Pedagogy: NEP-2020 recommended that teachers need to develop their knowledge on digital pedagogy. When mobile phones or tablets will be accessible via the internet in all households, classrooms, the teachers will be able to create online applications with quizzes, tournaments, appraisals, enrichment resources and online groups with common interests.

17. Inclusive Teacher: NEP-2020 suggested that teachers should have to develop their knowledge about inclusive education. Multidisciplinary colleges or universities should have to offer certificate courses for in-service teachers either full time or in part-time/blended mode.

18. Autonomy and Academic leadership: NEP-2020 recommended that in-service teachers have to give more autonomy in choosing aspects of pedagogy in classroom teaching and academic leadership positions should have to be made available for in-service teachers.

STRATEGIES OF PROFESSIONAL DEVELOPMENT FOR TEACHERS IN SOME COUNTRIES OF THE WORLD

Australia

The Australian Professional Standards for Teachers (implemented in 2011) defines teacher standards across three areas i.e. professional knowledge, practice, and involvement and four career levels i.e. graduate, proficient, highly accomplished, and lead. The graduate and proficient stages list compulsory entrance requirements. The requirements permit temporary registration for inexperienced teachers, while teachers with required expertise may be registered fully (TIMSS, 2015).

Finland

Average Finnish teacher spends seven days a year on vocational training, with some local council holding massive, multi-school training activities, while others encourage schools to establish in-service programmes. The teacher's services in Finland nevertheless help their professional development by a great deal of cooperation with teachers. The school day gives the opportunity to prepare, interact and visit other teachers in order to address problems or milestones and other professional work, including reading and researching, and most classes (National Center on Education and Economy Report, 2016).

Japan

Japan has gained attention across the globe since its evolution in the 1920s, when child centric education was first implemented in Japan, by collaborative creation patterns such as the lesson analysis (National Association for the Study of Educational Methods, 2009). Ministry of Education, Culture, Sports, Science, and Technology (MEXT) of Japan, 2009 mentioned some strategies of professional development for teachers like, (i) All teachers can complete mandatory hours of professional development, including first-year activities, 10th-year preparation and license renewal every 10 years. (ii) New teachers in Japan are typically appointed for up to six years in a local school, and are called beginners at that period. They are then rotated to another school in the same neighborhood. The standard of its original planning and assistance was prioritized by MEXT. (iii) Any teacher in the first year should attend on-site and off-site professional development on average 10 hours a week, up to 300 hours a year. On-site instruction requires daily classroom observations by instructors and new teachers with mentor teachers. 25 days of off-site educational events are also included in the 300 hours. (iv) The 10th-year professional development of MEXT was mandated for training teachers for leadership positions (commonly known as middle leader). For 10 years of preparation, intermediate teachers must spend on career learning programmes, on average, 28 days (11 days off-site, 17 days on-site). Training on campus covers instructional skills, contemporary learning, learning and workshops with the principal and assistant principal. Training off-site provides seminars on instructional material, student discipline, and other fields of concern and technical and environmental education experiences. (v) All teachers must have to renew their teacher license in every 10 years which is mandate by MEXT in 2009. Teacher job in institutions or teaching offices licensed by MEXT takes about 30 hours as part of the renovation process.

Norway

School administrators (i.e., municipalities or counties) will take responsibility for teachers' professional development in Norway and often is supported by government funding. In 2014, teacher

employment regulations were expanded. In addition to general employment requirements, teachers in primary school now are required to hold a minimum of 30 credits in a subject in order to teach it. In lower secondary school, teachers are required to hold 60 credits in mathematics and 30 credits in science in order to teach these subjects, respectively (TIMSS, 2015).

Taiwan

There are some strategies for teachers' continuous professional development with regard to Taiwanese compulsory education: (i) Teachers must have to attend lectures and conferences in every Wednesday afternoons where teachers have no classes. Administrators typically select subjects and presenters in advance and teachers sometimes have to attend in order for compulsory 18 hours of points each year to accumulate. (ii) Present experience and educational issues included in professional dialogues. This occurs in daily sessions with the instructor squad. (iii) Curriculum development meetings in which teachers collaborate frequently in partnership to develop the curriculum or the course plans of the school. (iv) Peer clinical monitoring in which a teacher watches, analyses and reviews the teaching of a colleague in order to increase teacher performance. (v) Mentoring with peers requires many instructors' observations in order to develop new teaching methods and tactics (Lin, 2006; Chang, 1999).

United States of America

Three of the four states in the USA, have developed frameworks to track both the level of engagement and the quality of professional development. Unique strategies include local professional development commissions that establish professional development plans focused on national but local needs, and teacher development plans which involve educators in the process and provide a framework for evaluating the quality of continuing education (Summary Report, 2010).

CONCLUSION

When teachers are specialist in their area, and have enough knowledge and methodological skills to teach, they are considered as professional. Particularly these capacities distinguish teachers from other professions. The quality of the work of the teacher is a sign of professionalism that demonstrates multiple aspects. It's not only about the expertise and the technique and application of information management but also a mindset. To be a professional, a teacher needs to be dedicated on his/her work and in-depth understanding and instruction of the subjects, ready to learn from the students, committed to track student learning performance through multiple approaches, ready to think systematically and dedicated to become a part of the learning culture within the discipline.

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