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Professional Development for Teachers: Learning in New Reality

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ABSTRACT

Since the awful ‘coronaviruses’ interrupted our everyday rhythms and consciousness, life has changed dramatically. Students and teachers have been impacted by the global closures of all educational institutions and training activities. The difficult circumstances have brought to light the main schisms that are ushering in the digital era. The influence of COVID on teachers’ professional growth is highlighted in the essay, putting educational achievements in jeopardy. On the other hand, it highlights the great creativity in answers to enhance learning and teaching. The article also attempted to reflect on, reread, and renew the commitment to teacher professional development that he or she had previously demonstrated. Institutions must ethically support instructors and provide a variety of constructive efforts to help them recover their confidence, strength, and resilience in order to help students and compensate for learning losses through consistent instruction. The article concludes with some recommendations for supporting teachers not only academically, but also emotionally and technologically, in order to restore their confidence, motivation, and belief in more flexible, equitable, and inclusive educational systems; this, in turn, would prevent the learning crisis from becoming a generational disaster in the future.

Keywords: Professional Development, COVID, Teaching and Learning, ICT Skills, Learning Crisis, Reflective Practice, Academic Achievement.

INTRODUCTION

We, today, are witnessing a completely new world, and the academic landscape is no exception. Developments are brewing in the ‘business world,’ with enterprises, some previously established, some start-ups, etc., changes that will require resilient workers with new age aptitude, skills, and talents. The pandemic has put most firms’ business operations and related activities, and digital capabilities to the test. Therefore, academic institutional strategy,

culture, and leadership must all be overhauled in order to survive, sustain, and thrive in the 'New Reality' of academia.

The prevailing COVID scenario has had a negative impact on our lives and forced the closure of all human activity. Despite these odds, we never stop learning, which is an idea that makes me happy. Concerned about their future careers, the students were apprehensive, frightened, and frustrated. Teachers have never heard of or seen the unseen enemy known as 'coronavirus', which is a common adaptive and transforming challenge. Teachers, on the other hand, reacted quickly to sudden closures of educational institutions in specific settings.

The complexity of the dynamic multi-interaction involving teachers, students, the invisible enemy (coronavirus), parents, policymakers, school closures, and subject matter gave rise to a slew of new questions, challenges, and unpleasant topics to consider. Each time we switch to online platforms and join a virtual classroom to teach, we frequently encounter a lot of unanticipated, unanticipated, and unrecognized issues, which require us to seek out and learn something new. Additionally, as part of the process, we keep looking into and identifying new teaching methods that help students learn a subject and evaluate their performance, as well as ways to improve and make virtual interaction fruitful, deal with emotions in learning, and have an impact on students' learning styles. The new experience and discoveries move on and on to add to lifetime achievements.

Teachers have several questions regarding the significant pandemic circumstances necessary for virtual instruction. How can they effectively address the current and potential pandemic challenges? Are there any specific objectives or solutions that teachers may work toward in order to address persistent issues? We'll try to get a sense of the challenges teachers to face and the tentative ways they can improve their current teaching practices by bringing in new ideas, skills, knowledge, and experience, as well as launching various teacher development programs to help them develop adaptability, flexibility, and resilience. The article would saunter through various professional development works of literature that came up during the pandemic times.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Scholars have defined the word 'Teacher Development Program' in a variety of ways, and there is still no consensus on what it means. Professional development, ongoing training, and staff development are some of the terms used, but the ultimate goal and objective of all are to increase learning for teachers, pupil teachers, and students. When we think of a formal procedure, we typically picture one in which everyone participates, like a symposium, group debate, or expert lecture; cooperative and collaborative learning among a team; or a formal educational curriculum. Few, on the other hand, believe that professional growth occurs in informal settings such as amicable chats, individual reading, peer or group observations, and research to learn and acquire skills and information. Effective professional development programs offer several opportunities to interact, investigate, research, and implement fresh approaches, ideas, and methodologies to address students' issues and improve their learning, resulting in academic success.

Teacher professional development is an approach used by academia to help teachers get the skills and subject knowledge they need to improve their teaching practice during the course of their careers. It invites, involves, and allows instructors to discuss and think on any

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topic that is relevant and important to the students' genuine problems and concerns. Teachers become familiar with the positive outcomes of collaborative efforts, teamwork, and a collaborative approach to dealing with sensitive topics. These programs ensure that not only teachers but also pupils, make consistent development and achieve higher levels of achievement.

Teacher professional development is a constant, dynamic, and ever-evolving process that helps instructors change their attitudes, behaviors, and beliefs about students, administration, and educational institutions. It provides a platform for instructors to recognize and engage in reflective practices in order to improve on their areas of weakness. The use of reflective practice by teachers is one of the seven key ideas emphasized by Richardson & Diaz Maggioli (2018) for effective continuing professional development. According to their argument, studies have demonstrated that teacher reflection and the use of instruments for ongoing professional development that support reflexive practice results in shifts in pedagogic conceptions, teachers' noesis, and orientation evolution. Today's teachers must keep up with technology and ICT abilities and continue to develop if they wish to give better learning online on virtual platforms.

THE SAGACITY OF TEACHER PROFESSIONAL DEVELOPMENT

Since the pandemic upsurge, we have been in very pitiful, unprecedented, and awful situations across industries and institutions, causing us to wake up from a long slumber and reflect on why we, as teachers, were unable to adjust to and embrace these abrupt and unpleasant developments in academia. The COVID-19 pandemic is certainly new, but the complexity of teaching is so great that one-third of teachers leave the profession within three years and 50% leave within five years (Ingersoll, 2003). Every year, educators face numerous problems, such as curriculum modification, creative technological advancements, instructional methods, new laws and regulations, policy and procedure changes, and student learning demands. Effective professional development programs address these issues and help teachers improve their skills and knowledge so that student's behavior and learning outcomes improve.

Furthermore, the current pandemic has introduced a slew of new challenges for teachers who teach online using virtual platforms, including large class sizes, heavy workloads, demanding schedules, classroom management, instructional patterns, lengthy curriculum, technical glitches, assessment and evaluation of students' learning, teacher-student-parent relationships, administrative issues, and interactions with coworkers. As a result, there is a need for pragmatic and realistic thought to reassess, redesign, and organize good professional development for teachers so that they can acquire confidence, patience, tolerance, and resilience to overcome all odds in order to provide uninterrupted and seamless learning and teaching. Professional development for teachers presents a few new and successful teaching approaches that can be used in unexpected situations. Many educational institutions provide induction and orientation programs for newly hired teachers. Additionally, several states require these programs for teachers to be accredited as professionals. The study demonstrates that in two years, student achievement was significantly impacted by new teachers who had received intense mentoring. (Strong, Fletcher, & Villar, 2004; Serpell & Bozeman, 1999)

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Features of PDP That Change Over Time

Because the teacher development process has been extensively researched and investigated, Eleonora Villegas-Reimers has compiled it in a fresh light with many features. Firstly, it recognizes that teachers learn over time and is built on constructivism rather than a "transmission-oriented approach" as a long-term process. Due to the fact that many people associate this process with school reform, it is also assumed that it occurs within a certain environment. A teacher is also seen as a reflective practitioner who views professional growth as a collaborative process that can take many different forms and seem very different in various contexts.

MAJOR CHALLENGES FACED BY TEACHERS

The present epidemic has caused unprecedented disruption in educational institutions, affecting over 1.7 billion pupils in approximately 200 nations. The school closures severely affected young learners, especially in low and middle-income countries. The crisis has wreaked havoc on marginalized groups, exacerbating pre-existing educational inequities by limiting opportunities for fateful children, especially those living in slums and dismal communities. Because of no access to the internet, the non-availability of mobile phones disrupted supplies, and a non-learning home environment, the abrupt move from on-site education to virtual teaching has corroborated to their sufferings and has entirely stopped the learning process. Similarly, the disruption in education has had far-reaching consequences outside of the classroom. Holbah and Sharma (2021) revealed that heavy workloads, taxing schedules, prolonged online engagement, lack of study material, extensive curriculum, inefficient assessment, and evaluation techniques, and other factors further compounded instructors' concerns. They are also affected on a personal, moral, emotional, and physical level. The senior stakeholders failed to provide the necessary assistance, which harmed their ability to educate and resulted in learning losses. Teachers today confront three main difficulties, according to educational researcher Tara Beetle: a challenging environment full of uncertainty; intense pressure to get kids back up to grade level; and limited access to the knowledge and resources needed in such situations.

To withstand and prevent any long-term interruption of multiple systems, critical and demanding conditions necessitate a motivated and resilient staff. As a result, it is prudent to maintain job security and compensation, provide regular assistance to avoid unwanted burnout, and establish advice and counseling programs to prepare them for a similar crisis.

The epidemic highlighted enormous divides among the masses, particularly between rural and urban areas, rich and poor people, public and private sector workers, organized and unorganized sectors, and so on. Learning losses caused by a shortage of learning resources, technological issues, no connectivity, no or one mobile device in a large family, and extended school closures result in poor or no learning outcomes. We need to plan and implement more flexible, equitable, and inclusive teaching development programs and education systems. We've seen teachers with amazing talent and immense potential band together to bring about a huge shift in teaching and learning that was previously thought impossible to achieve.

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With a little more support from teachers, they might be able to create new ways to handle the current learning crisis by evolving and generating long-term solutions.

OPPORTUNITIES FOR TEACHERS IN THE ‘NEW NORMAL’

We are convinced that problems and transitions bring with them opportunities. These trying and testing times are an excellent opportunity for us all to reflect on and renew our commitment to professional development, as well as to plan a variety of initiatives to empower teachers in instructional, emotional, and technological to confront the difficult situations that arise in the classroom.

Despite all the obstacles and harsh circumstances, the unimagined and unparalleled epidemic has presented us with several opportunities to reflect on, rethink, develop, and adopt novel techniques in virtual platform education. The dark period brought teachers from all over the country, and the world, closer together than ever before to discuss their worries, challenges, and fresh ideas about learning and teaching. It brought everyone together to conduct webinars, e-conferences, and workshops on online platforms to make up for the lack of professional development programs in the past. Teachers now have opportunities and times to interact with teachers from various colleges and nations, something that was before unimaginable and impossible. We’ve seen a lot of creative methods of education and teacher training that have been implemented online. To assist teachers and learners, numerous MNCs and NGOs have produced a variety of free remote learning courses and solutions. UNESCO has asked international organizations to provide applications and solutions that will allow any student to be reached regardless of where they live. It is also critical for disenfranchised kids who are denied access to technology-enabled learning materials during lockdowns and will be disadvantaged when schools reopen. To safeguard the future of learning and the delivery of quality education, all learners who do not have access to learning resources at all times must have access to digital resources. All of these efforts are aimed at teachers, who require ongoing training in new educational approaches and technology. If the current crisis continues, as it appears to, the decision to reopen schools will be delayed because such decisions would have significant social and economic consequences. It will have an impact on instructors, students, parents, the elderly, and entire societies. While emphasizing opportunities, Pratham’s Rukmini Banerji stressed that in addition to learning loss, there have also been learning gains in some cases [. . .] open to the communities and families. Teachers have worked rigorously during the crisis which has given them an opportunity to reinvent and strengthen the education systems today and future too.

The Ministry of Higher Education and policymakers and stakeholders should appreciate and acknowledge as “Innovator for the worst” for the novel and innovative approaches and practices that helped students’ nonstop learning. Similar sentiments were echoed by David Steiner, who believed that governments needed to evaluate the creative solutions offered throughout the crisis while also recognizing the necessity to prepare for the unexpected. With the simple act of appreciation, teachers would strive more to contribute to capacity building and assist marginalized and vulnerable students to ensure learning continuity. This will overcome the learning loss and make the system more

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inclusive, flexible, and adaptive further reducing the already existing inequalities in the system.

Teachers were also given the opportunity to display their abilities in online teaching and strengthen their technology skills in conjunction with teaching and learning as a result of the epidemic. Virtual platforms and online apps have provided ample opportunities to investigate, test, and implement subject content, PowerPoint slides, multimedia, quizzes, assessments, and the recording of online lectures, among other things. Teachers can evaluate how effective their classes were by reflecting on their behaviors while studying and instructing. This reduces workload by allowing the same recording to be used for multiple groups or classes, as well as saving time that can be spent to acquire new abilities.

Teachers, too, put this theory into practice by developing new technology-integrated methods, approaches, and concepts for teaching and learning models that will be widely accepted and used in the future. With the foregoing discourse, we will embrace this change with grace and regard it as the lynchpin that fires reflection practice in order to recognize our strengths and transform any problems into chances for our future professional growth and learning.

TEACHERS' PROFESSIONAL DEVELOPMENT CONVERTS OBSTACLES INTO OPPORTUNITIES

Teacher professional development has always aided teachers' requirements, and this has been observed for many decades. Teachers were not given any time, resources, support, direction, or training as they transitioned from face-to-face to online instruction. They were generally unrehearsed in order to maintain learning continuity and adapt to new teaching styles and approaches. Many lacked the necessary equipment and connectivity, and many teachers lacked the fundamentals of ICT skills, causing them to struggle not just with their classes but also with their own professional growth. TDPs were held online utilizing various virtual platforms, but marginalized teachers were still unable to receive such assistance. Sharma (2022) states that Web-based team meetings, workshops, seminars, conferences, and messaging apps have all become important tools and modern ways for educators to communicate with their students, parents, and society.

The ongoing crisis has brought to light key weaknesses in education that must be addressed in order to provide new ways and practices to traditional and preset-mind teachers. The PDPs will make their daily lives easier while also keeping their physical health safe while learning. To strike a balance between personal and professional life, teachers require financial security, psychological assistance, reduced workloads, and flexible scheduling. This would relieve teachers of stress and pressure, allowing them to better motivate, support, and assist pupils in their studies. Many teachers working in private institutions have been adversely affected, with some not receiving pay and others losing their employment. This has had a negative impact on the well-being of individuals, families, and communities, as well as obstructing the delivery of high-quality education. The pandemic serves as a reminder that teachers have a critical role in society, and that public and private partners have a responsibility to protect educators. PDPs prepare and support teachers in various types of instruction to enable fair and inclusive learning. We can't accomplish learning outcomes by relying just on luxurious

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classrooms, labs, and technology, but we can rely on instructors. To meet students' expectations and follow the augmented curricula through explicit and differentiated learning methodologies, teachers must have the necessary pedagogical, assessment, and technology or ICT abilities. With the use of effective PDPs, teachers may create authentic content, improved teaching strategies, efficient teaching practices, and a positive and supportive classroom environment.

A FEW SUGGESTIONS

The preceding tete-a-tetes brought to light the weaker areas that require further attention in order to create a better learning environment. A solid method to support teachers and students, as well as welcome and involve parents and communities throughout the process, is urgently needed.

Furthermore, the concerned Ministry of Education should devote more resources to teacher training institutions to guarantee that they are adequately equipped and have acquired the necessary abilities to respond to any crisis. Teachers need emotional, educational, moral, ethical, and technological support in order to provide an effective and excellent education. To keep pupils at ease, teachers require empathy and assistance. Ms. Beteille said that World Bank's work in the area revolves around three principles: "support teachers' resilience to ensure their effectiveness"; "support teachers instructionally"; and, "support teachers technologically". We must recognize teacher professional development as a separate entity capable of planning, organizing, monitoring, and recording all events that equip teachers with the confidence, skills, patience, knowledge, and high spirits necessary to cooperate and collaborate in critical situations that may arise in the future.

We should keep in mind that we can't stop invisible viruses or natural disasters from occurring, but we can stop the learning crisis from becoming a generational calamity. Preparing teachers with sound pedagogical skills, ICT and technological knowledge, subject content, adaptability, flexibility, and resilience to face all kinds of adversity is undeniably the alternative to equality, inclusive education for all learners, which pays off in economic progress, and sustainable development, and eternal peace. Because great education cannot be supplied solely through topic content while ignoring the demands of instructors and students, both teachers and students require free and open-source tools for teaching and learning. We propose resilient educational systems that include: flexibility, capacity building to mobilize learning resources locally and globally, and hybrid learning that incorporates a variety of pedagogies and approaches.

At the same time, we must bridge the gap between formal and informal structures in order to recognize, authenticate, and value information and skills obtained through various methods of learning. Education systems will become more egalitarian, inclusive, effective, efficient, and better suited to fulfill the needs of children, teachers, parents, stakeholders, and society as a whole as a result of this bonding.

CONCLUSION

The ongoing pandemic and interrelated problems have hit the learning community around the world with an unseen and unheard blow. It had an impact on educational achievements, particularly for the underprivileged and most vulnerable. Despite the

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difficult circumstances, teachers have proven their worth, resilience, and toughness by teaching on virtual platforms overnight. It couldn't assist learners in remote places who lacked or didn't have access to technology, gadgets, or resources for obvious reasons. Sound education systems that bring in an inclusive change in education delivery, appreciate the capabilities and incredible talent of individuals, and work together to bring positive transformation through education development would be able to get away with negative GDP growth and the worst socio-economic conditions.

Professional development for teachers is a never-ending process. Teachers never stop learning; thus, it is critical that we continue to reflect on our practices, improvise, and improve our learning and teaching abilities. Whatever our status or position, there is no assurance that we will survive unless we see possibilities for development and engage in regular critical reflection to appreciate our strengths and expand on our expertise in our own profession at various levels and stages in our life. We are confident that through TPD, teachers can instill a culture of self-evaluation and self-improvement in their students. Teachers should be supported not only academically, but also emotionally and technologically in order to regain their confidence, motivation, and belief in more flexible, equitable, and inclusive educational systems. This would give them the ability to adapt to any change in a chaotic world. Now it is up to governments, policymakers, community leaders, and educators to adhere to ethics and principles in order to implement major reforms that will bring all learners from all regions under one umbrella and include them in the learning process, resulting in each learner becoming a good citizen who has imbibed good values and contributes to nation building, ensuring that no one suffers as a result of invisible enemies such as the coronavirus and others that may threaten our existence.

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