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Modes and Models of in-service Teacher Education :

Introduction

Secondary Education (classes IX and X) is a crucial stage for children as it prepares them for higher education and also for the world of work. It is very essential to provide good quality education available, accessible and affordable to all our children in the age group of 14-16 years. To achieve this, there is a need to strengthen the secondary school education by providing opportunities to teachers for improving their professional capabilities/capacities. In majority of the schools, untrained teachers are handling secondary classes. Even the trained teachers are facing lot of challenges to handle classes at secondary stage of school education especially in science and mathematics.

Professional Development :-

Professional development is the enrichment training provided to teachers over a period of time to promote their development in all aspects of content and pedagogy. Professional development for teachers should be analogous to professional development of other professionals. Becoming an effective teacher is a continuous process that stretches from pre-service experiences to the end of the professional career. It is conceptually divided into pre-service and in-service teacher training. It is not simply a time-bound activity or series of events, but a continuous process. From this perspective, the conventionally divided in-service and pre-service activities should be viewed as seamless components of the same process. It is the tool by which policy makers' visions for change are disseminated and conveyed to teachers. The ultimate beneficiary of In-Service Teacher Professional Development (ITPD) is the student though the receiver is the teacher.

Design:-

The design of in-service teacher professional development programmes would depend on the aims of the programme, given a vast variation in the context. Some general principles with regard to the content and pedagogical approach would need to be thought out during the designing and implementation across the programmes.

The Process :-

Professional development should be designed around research-documented practices that enable educators to develop the skills necessary to implement what they are learning (Joyce & Showers, 2002). These practices should also be applied to the improvement of teacher effectiveness through professional development. The process of professional development should also be based on sound educational practice such as contextual teaching. Contextual teaching presents information in familiar contexts and in contexts in which the information is useful. It is effective because it takes advantage of the fact that learning occurs best when learners process new information or knowledge in such a way that it makes sense to them in their own frames of reference.

Models/Approaches for Professional Development of Teachers :-

In-service teacher professional development programs follow a wide variety of patterns ranging from programs based on single schools to those that involve the clustering of schools for mutual activities and support. The curricula and content varies from informally arranged programmes to highly structured programmes that complement the instruction given in pre-service teacher education courses.

They include a variety of instructional delivery systems including print and non-print such as modules, radio support and multi-media kits. They are generally participatory in organisation and facilitation. Depending on the particular instructional needs, teacher professional development models/approaches can be divided into three broad categories.

Standardised teacher professional development :-

Cascade Model: This is a more centralised approach and is best used to disseminate information and skills among large teacher populations. This approach includes mostly the cascade model of scaled delivery through workshops and training sessions. This approach generally focuses on the exploration of new concepts and the demonstration and modeling of skills. In the cascade model, a small group of teachers are selected to receive intensive training and then they provide training to their peers i.e., they serve as 'master teachers or champion teachers'. It has tremendous potential particularly with regard to support provision at school level. In this model, the training is a one-time event and in one location without on-going support, it rarely results in effective changes for teaching learning. Cascade training flows down through levels of less experienced trainers until it reaches the target group and in the process, the important information tends to be lost.

The Proposed Model for Continuous In-Service Teacher Professional Development:-

The proposed model of continuous professional development takes into account the context, content and the process and the essence of the models described earlier. The context, content and the process will be taken care in the training packages. This model envisages duration of in-service professional development for secondary teachers may be of 10 (ten) days per year in two phases (split model, 7+3 days). Out of these ten days, seven days will be for content and pedagogy enrichment and for training on national, social and systemic concerns and three days for sharing the experiences after implementing the inputs of these programmes in real classroom situations for three to four months.

Content Areas : Language (English and Other Indian Languages), Mathematics, Science and Social Science

Areas of Concern : Environment, Gender, Peace, Inclusiveness, Pre-vocational skills and Examination Reforms Resource persons (RPs) at national level will be oriented on the content and the national, social and systemic concerns by the experts identified for this purpose.

RPs of national will train Master trainers at regional level in the five regions. Master trainers will be drawn from SCERTs/SIEs, IASEs, CTEs, other reputed teacher training institutions and University departments. Master trainers will train the secondary school teachers at district level. The master trainers will also act as mentors through out to provide continuous professional support to the teachers at district level. The ITPD programmes will be monitored continuously and feedback will be obtained from teachers for further improvement.

Induction Programmes for the newly recruited teachers :-

Induction programmes for newly recruited teachers may be organised by the states/UTs. States/UTs may involve directorates of school education /SCERTs/SIEs/Teacher Training Institutes for organising these programmes. It is however, proposed to have a 12 days induction programme (split model, 6+6 days) for the new teachers. Face to face or videoconferencing modes may be used for organising such induction programmes. The State Resource Group (SRG) members may be involved as resource persons in these programmes. In addition to these, self instructional materials for secondary school teachers may also be developed by NCERT in collaboration with other organisations which could be uploaded on the state/UT website for free download by the teachers. It should be made mandatory for the States/UTs to organise induction programmes to the newly recruited secondary school teachers.

References:-

- Books
- Websites

