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## Role of Continuous Professional Development in Increasing Teacher's Standard

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### Abstract

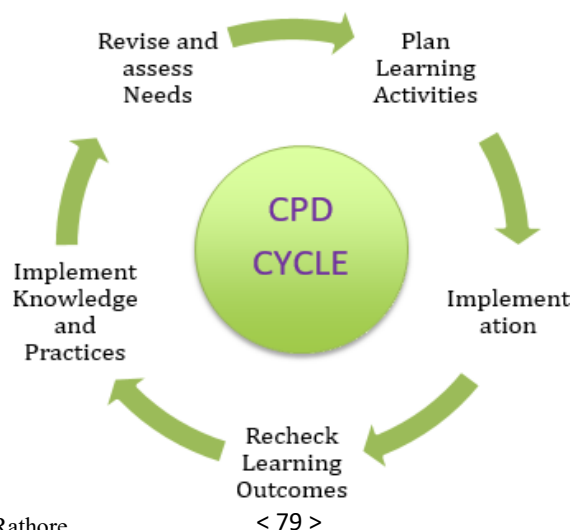
Teachers and educators across the country have started to recognize that the goal of enhancing teaching and thus improving students' learning opportunities can only be achieved through a new approach. This approach shifts the perspective from viewing teaching as a solitary activity, solely owned by individual teachers, to perceiving it as a professional endeavor open to collective observation, study, and improvement. It encourages teachers to take responsibility not just for improving their own practices, but for enhancing the shared practices of the profession as a whole. However, for this new approach to be effective, teachers must open their classroom doors, and instead of evaluating each other, begin viewing the study of their teaching practices as a collective professional responsibility. This study focuses on the importance of continuous professional development of teachers.

**Keywords:** Professional Development, In-service teachers, Teacher, Teacher Education.

### Introduction

Teacher's Professional Development (TPD), an important initiative for an effective and smooth functioning of Teaching–Learning process. It's a well-known fact that if a Teacher is not experienced and knowledgeable then the whole classroom as well as the school, instead of being beautiful from outside, is hollow from inside, which will affect the whole educational system. Thus it's a responsibility of stakeholders to organize the TPD whether Government or Private Institution. As per the research, the government is already organizing the TPD Programme online named as NISHTHA from the well-known

platform DIKSHA for the students, teachers and providing instant feedback to the users. This type of programme helps in development of various skills which are required in the good quality teachers for their professional growth. When a teacher has access to learning opportunities then he'll learn new skills and creative approaches to good teaching. He will also fulfill the needs of the student's learning process. Teachers spend their entire life making his career in teaching so it's a responsibility of the organization to give their better environment and make them feel confident and efficient.



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### What is a Profession?

A professional provides specialized services to their clients for a specific duration, either within an organization or as part of its structure. A profession "professes" to accomplish two main goals: first, to serve, and second, to do so with thoughtful comprehension and competence.

### Importance of Professional Development

According to Ryan Stanley (2003) <sup>[18]</sup>, There are five ways and seven powerful resources to make teacher professional development effective. These are: First is to make the TDP specific to each teacher according to his needs. To start this, Google form is to be used to get necessary information about teachers. Secondly, let the Teachers engage for active learning just like students. Thirdly, Make sure the implementation keeps going in the classroom. Fourthly, make the proper use of Time and Resources. And lastly, personalized learning experiences of teachers should be considered. If I talk about the seven powerful resources, these are online courses, Webinars, Mentoring, Books, Social Media & Communities, Graduate Programs & Higher Education and Teaching Conferences.

Janelle Cox (2019) <sup>[4]</sup>, in website TeachHub.com, explained 15 essential professional development skills for contemporary teachers include adaptability, confidence, communication, teamwork, continuous learning, creativity, leadership, organizational skills, innovation, commitment, the ability to manage online reputation, engagement skills, technology awareness, knowing when to disconnect, and the ability to empower others. These are key qualities that a modern teacher should have. According to the study of Cambridge Assessment International Education (2021), Teachers Professional Development (TPD) aims to improve teaching practices for developing a teacher as an effective practitioner. Any activity which supports teachers to learn, reflect and improve their skills online/offline is termed as TPD.

In a Professional Development for Teachers: A Complete Guide (2024), there is a complete information of a professional development with its benefits such as enhancement of skills, salary increment, new knowledge and better ways of teaching etc.

Similarly in Education at a Glance (2022), The job of a teacher is now not only limited to give instructions but to deliver effective teaching to a diverse range of students, considering factors such as their learning needs, performance levels, socio-economic backgrounds, language skills, and more.

The OECD Teaching and Learning International Survey (TALIS) aims to amplify the perspectives of teachers and school leaders to influence top-level policy decisions. The survey gathers information from teachers about their school experience, including their work environment, interactions with colleagues, teaching methods, and involvement in ongoing professional development. TALIS also explores the experiences of school leaders, focusing on their roles in implementing school policies, concerns regarding school resources, and their own professional development and training.

In 2017, Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with support from Danny Espinoza, conducted research revealing that many professional development initiatives are ineffective in changing teaching practices and improving student learning. Based on their findings, they identified key characteristics of effective professional development (PD), defining it as structured

learning that leads to changes in teacher practices and improved student outcomes. They outlined seven essential elements for successful PD: content focus, active learning, collaboration, modeling, coaching and expert support, feedback and reflection, and sustained duration. Varya Singh, Siddesh Sarma (2025) <sup>[17]</sup> highlighted the gaps in existing professional development models and explained the causes of the inefficiency of teachers. They also explained the working models on teachers professional development of various countries such as Australia, South Korea where there is an effective award and non-award courses of TPD are going on. In a journal named Education week, Sarah Schwart (2023) <sup>[16]</sup>, pointed out the need for professional development for the teacher to make the classroom more practical and connected to the workplace. Teachers also complained that the seminars that take place for professional development are irrelevant to the classroom as it's not directly connected to practicality but only time consuming.

Professional development is important for the survival of the organization as well as employees themselves. Because it increases their chance of being selected in the other better organization after leaving their current job. (Bloisi, 2007; Sivalingam & Mansori, 2020) <sup>[1]</sup>. According to Ventista (2021), the professional development training of teachers for students learning should not be limited to their specific subjects only related to any student's skills.

A study conducted by Chiyaka *et al.*, (2017) <sup>[3]</sup> in a study observed that only training was given to secondary teachers but for primary teachers instead of training other PD opportunities, such as learning communities, coaching and partnerships with researchers were also included for their professional development specifically of their STEM teacher's skills. And it was observed that STEM teachers participate more in professional development training than NON-STEM teachers

Kennedy A. (2005) <sup>[7]</sup> prepared a framework with nine key models for the continuous professional development (CPD) of teachers, in which each model shows the specific characteristics aiming the deeper analysis of fundamental issues of purpose. Similarly in a study conducted by K Lipscombe, K Buckley-Walker, P McNamara (2020), Researchers proposed a preliminary framework for collaborative teacher teams as a useful lens to consider both the internal working interactions of the team and their professional development is influenced within the school organization.

In a study of N Koukis, A Jimoyiannis (2019) <sup>[8]</sup>, the researchers identified a framework design, MOOC (Massive Open Online Courses) and found that it helps in the teacher's active engagement in the classroom and also for their professional growth.

I Kudenko *et al* (2011) <sup>[9]</sup>, collected research evidence of 10 Science Learning centres in the United Kingdom for the and examined the nature and extent of change on a number of teachers and whole school practices.

Y Mo, M Appel, JW Kim, M Lee, (2021) <sup>[11]</sup> did exploratory study on how pre-service teachers' while practice teaching and in-service teachers' engagements in professional learning communities (PLC) and their international study experiences can impact their self-efficacy in multicultural classrooms.

J O'Connell (2010) <sup>[13]</sup> in their book "Towards an understanding of the factors that influence teacher engagement in continuing professional development" studied CPD. The study explores existing research and theories surrounding Continuous Professional Development (CPD)

and develops an analysis that highlights the need to examine the relationship between the professional's autonomy and the structural context they operate in. Through case studies conducted with teachers in six post-primary schools in Ireland, the study provides new insights into teachers' personal perspectives, opinions, and reflections on the factors influencing their decisions to engage in CPD. The analysis of the data results in several conclusions: first, it contributes to refining the understanding of a model for CPD engagement; second, it considers the implications of engagement for professionalism and professional identity, as well as the impact on policymakers and post-primary teachers in Ireland. The study of K Phusavat, AN Hidayanto, P Kess, and J Kantola contributes to transforming schools into environments that foster both learning and professional development, grounded in the previously mentioned pedagogical advancements. Additionally, Design Thinking plays a role in enhancing Professional Learning Communities (PLCs) as a viable approach to alternative pedagogical practices.

The study conducted by R. Santagata and W. Bray (2016) <sup>[15]</sup> investigated the key processes in teacher's professional development that could positively affect teacher learning and which lead to changes in teaching practices. The study involved four elementary school teachers from the U.S., whose participation in the PD program was observed through video and interviews. The findings revealed positive changes in teachers' interests and classroom practices, but still challenges persisted in teachers' content knowledge and overcoming cultural beliefs about the multiple errors in learning. The study's conclusions highlight the implications for scaling PD programs.

## Discussion

### Need of In-service training for Continuous Professional Development

In-service training is a type of workshop designed for employed professionals, paraprofessionals, and other practitioners to gain new knowledge, learn improved methods, and enhance their skills. The goal is to make their service more effective, efficient, and competent in various fields while working with diverse groups of people. Additionally, these workshops are tailored to benefit a specific group of teachers at a particular school. An effective in-service training should improve the quality of teacher development programs through its training sessions and workshops.

If teachers lack the necessary tools to effectively teach their students, the students will ultimately suffer. To teach successfully, teachers need continuous professional development, which allows them to enhance their own education through seminars, workshops, and courses. Professional development helps teachers learn new teaching strategies to improve instructional quality, enabling them to adapt their teaching methods and incorporate innovative approaches in the classroom. It also teaches teachers to address various learning styles, as not all students learn in the same way. Additionally, it encourages teachers to adjust their daily teaching practices by embracing new methods grounded in sound educational research.

In this regard, the NEP 2020 proposes a transition from the current in-service teacher training model to a Continuous Professional Development (CPD) approach. The Policy emphasizes that "Teachers will be provided continuous opportunities for self-improvement... Each teacher will be

expected to engage in at least 50 hours of CPD activities annually, driven by their own interests" (GoI, 2020, p. 23). It also notes that "School Principals and school complex leaders will participate in similar modular leadership/management workshops and are also expected to complete 50 hours or more of CPD modules per year" (p. 23). The policy suggests that CPD modules could be offered online through interactive platforms, with participation contributing to career advancement for teachers. This shift outlined by the NEP 2020 calls for a complete overhaul of the existing in-service training system in India. Since the concept of CPD for practicing teachers is still relatively unexplored in the country, it is essential to develop a clear understanding of its distinct features to ensure the successful implementation of the Policy's recommendations.

## Conclusion

Teacher professional development is discussed in various ways within the literature, but at its core, it involves teachers learning, understanding how to learn, and applying their knowledge to foster student growth. Teacher professional learning is a complex process that demands both cognitive and emotional involvement from teachers, both individually and collectively. It requires teachers to reflect on their personal beliefs and convictions and actively seek strategies for improvement or change. This process unfolds within specific educational policy contexts or school cultures, some of which may be more conducive to learning than others. The methods used to promote development vary depending on the goals and needs of both teachers and students. Formal structures such as courses and workshops may be helpful for some purposes, while other methods like curriculum development, discussing assessment data, or sharing strategies may serve different needs. Not all forms of professional development, even those with strong evidence of positive effects, are suitable for every teacher.

**Table 1:** Comparison table between Continuous Professional Development (CPD) and Traditional Teacher Training

Basis	Continuous Professional Development (CPD)	Traditional Teacher Training
Nature	Ongoing and lifelong process	One-time or short-term activity
Time Frame	Continuous throughout a teacher's career	Conducted at specific intervals
Focus	Professional growth and classroom improvement	Skill acquisition for immediate use
Approach	Reflective, collaborative, and learner-centered	Mostly lecture-based and top-down
Relevance	Directly linked to classroom needs	Often generic and less contextual
Teacher Role	Active participant and reflective practitioner	Passive recipient of information
Collaboration	Emphasizes peer learning and professional communities	Limited collaboration
Flexibility	Flexible modes (online, blended, self-directed)	Fixed schedules and formats
Impact on Practice	Sustained improvement in teaching practices	Short-term or limited impact
Student Outcomes	Strong positive impact on learning outcomes	Indirect or minimal impact
Evaluation	Continuous monitoring and reflection	Usually assessed at the end
Policy Orientation	Supported by NEP 2020 (India) and global frameworks	Less aligned with current reforms

Therefore, ongoing research, experimentation, discussion, and reflection are needed to understand the intertwined influences of teachers' historical and cultural contexts, students' educational needs, the expectations of education systems, teachers' working conditions, and the learning opportunities available to them. Over the past decade, numerous articles in Teaching and Teacher Education have reported research and interventions aimed at enhancing teachers' professional learning, examining their impact on both teacher and student outcomes. These studies cover diverse regions and employ different research and development methods.

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