



MODELS AND APPROACHES OF CONTINUOUS PROFESSIONAL DEVELOPMENT

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Annotation: *The article discusses various models and approaches of Continuous Professional Development (CPD) for teachers, such as Communities of Practice, Action Research, Collaborative Inquiry, and Job-Embedded Professional Learning. These approaches emphasize collaboration, reflective practice, and alignment with teachers' needs and classroom realities. The challenges and barriers to effective CPD include time constraints, inadequate resources, lack of support from school leadership, and insufficient follow-up. The perception of CPD as a top-down process, as well as ambiguity regarding its definition and scope, further complicates its implementation. The text underscores the importance of tailored and sustained CPD efforts that focus on teachers' individual needs and experiences to enhance student outcomes and teacher efficacy.*

Keywords: *Continuous Professional Development (CPD), Communities of Practice (CoPs), Action Research, Collaborative Inquiry, Job-Embedded Learning, Teacher Training, Classroom Management, Professional Growth.*

Continuous Professional Development (CPD) encompasses a range of models and approaches that are designed to enhance the knowledge, skills, and effectiveness of teachers. These models provide structured frameworks for organizing CPD activities, promoting collaborative learning, and facilitating the application of new strategies in the classroom.

Communities of Practice: Communities of practice (CoPs) are social learning structures where educators come together to share experiences, insights, and best practices. Wenger (1998) defined CoPs as groups of people who share a common interest and engage in collective learning. CoPs foster a culture of collaboration and provide a platform for peer support, discussions, and the exchange of innovative teaching methods (Wenger-Trayner & Wenger-Trayner, 2015).

Action Research: Action research involves teachers actively investigating their own teaching practices to identify challenges and develop solutions. This approach encourages reflective practice and empowers teachers to take ownership of their professional development. Kemmis and McTaggart (1988) emphasized the cyclical nature of action research, involving planning, acting, observing, and reflecting.

Collaborative Inquiry: Collaborative inquiry involves groups of teachers collaboratively investigating a specific aspect of teaching and learning. This model encourages teachers to collectively analyze data, share findings, and develop strategies for improvement. Little (1990) highlighted the value of teachers engaging in joint inquiry to enhance their classroom practices.

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Job-Embedded Professional Learning: Job-embedded professional learning integrates CPD into teachers' daily work, aligning with their classroom realities. This approach focuses on immediate application of new strategies and encourages teachers to experiment and adapt techniques in real-time. Darling-Hammond and Richardson (2009) emphasized the importance of connecting CPD to the context in which teachers work.

Microteaching and Peer Observation: Microteaching involves practicing teaching in a controlled setting, often with peers providing feedback. Peer observation allows teachers to learn from each other's classrooms and receive constructive critique. These approaches foster self-reflection and the exchange of teaching strategies (Bell, 2012).

Duncombe and Armour (2004) propose that effective professional development for teachers should be school-based, active, and collaborative, with a close focus on students' learning and customization according to teachers' needs. Bybee (2001) asserts that a successful Continuous Professional Development (CPD) program for Technology Education teachers should consider teachers' needs and experiences, curriculum requirements, specific teacher knowledge for effective classroom learning, and support for standards-based reform, including changes in curriculum, teaching methods, and assessment.

Clarke (2007) underscores the importance of including teacher training in classroom management as a crucial component in all CPD programs. Additionally, literature highlights that creating a positive learning environment is essential for effective teaching and learning. To achieve this, teachers should employ relevant and appropriate teaching and assessment strategies that enhance student achievement (Meyer, 2002). This aligns with the views of Combrinck (2003) and Monteith and Nieuwoudt (2002), who argue that for the successful development and delivery of a CPD program, attention should be given to the professional development of staff in terms of classroom management and facilitation. Consequently, Clarke (2007) suggests the need to empower and support teachers in effectively managing the classroom throughout all stages of the lesson.

Challenges and Barriers to CPD

While Continuous Professional Development (CPD) is recognized as crucial for teacher growth and improved student outcomes, various challenges and barriers can hinder its successful implementation.

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Teachers often have demanding schedules, leaving limited time for CPD activities (Lieberman & Pointer Mace, 2010). The pressure of daily classroom responsibilities can make it challenging for educators to allocate time for professional development. The support and commitment of school leaders, administrators, and policymakers are essential for effective CPD (Borko et al., 2010). Inadequate support can result in insufficient funding, reduced motivation among teachers, and a lack of clear program goals.

Insufficient resources, including funding, materials, and access to relevant training opportunities, can impede the success of CPD initiatives (Desimone, 2009). A lack of resources can restrict teachers' ability to engage in meaningful professional learning experiences. CPD programs that are not aligned with teachers' needs and classroom realities may fail to engage educators (Birman et al., 2000). When the content of CPD does not address teachers' immediate challenges, it can result in disinterest and limited transfer of learning to practice.

Generic CPD programs that do not consider the diverse backgrounds, experiences, and expertise of teachers may not effectively meet their needs (Darling-Hammond & McLaughlin, 1995). Tailored and differentiated approaches are necessary to accommodate the individual learning preferences of educators. CPD that lacks follow-up support and sustained engagement may lead to limited implementation of new strategies in the classroom (Ingvarson et al., 2012). Ongoing coaching, mentoring, and opportunities for reflection are essential for ensuring the integration of CPD outcomes.

Educators may resist adopting new practices due to fear of failure, concerns about student outcomes, or attachment to familiar teaching methods (Guskey, 2000). Overcoming this resistance requires addressing these concerns and creating a supportive environment for experimentation.

From organization to organization, CPD program participation varies greatly. Despite being acknowledged as crucial, CPD is still not often precisely defined, and organizations' policies and procedures frequently reflect this. Its greater adoption and execution are hampered by this lack of definition (Friedman and Phillips, 2001). There are still many additional terminology for professional development, each with a slightly different focus, even though CPD has become the accepted term in the majority of UK settings (Robinson et al., 2011). Additionally, Friedman and Phillips (2001: 5) note in their study on barriers to CPD that employees aren't always sure

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what activities qualify as CPD: "Opinion was divided as to the kinds of activity that should count as CPD, which again points to ambiguity over its fundamental purpose."

The perception of CPD presents another difficulty. Teachers frequently perceive CPD as a top-down process usually managed by school administration. Recent surveys, which generally show that head teachers control the decision-making process inside schools, tend to support this claim (Friedman and Phillips, *ibid*). In this sense, rather than for the individuals involved, the benefits are frequently seen in terms of management objectives. A growing number of people are realizing how important it is to customize CPD to meet the needs of employees and make it much more about each person's personal growth inside an organization rather than only for the benefit of the organization as a whole (Dent et al., 2008).

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