

TEACHER'S PROFESSIONAL DEVELOPMENT

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No amount of pre-service teacher education can prepare teachers for all of the issues they will experience during their careers. In order to maintain a high standard of teaching and retain a high-quality teacher workforce, education systems attempt to provide teachers with chances for in-service professional development.

The rigors and expectations of acquiring new collaborative abilities, higher-level thinking skills, and successful use of new information technology have all served as an appeal to new teaching techniques (Hargreaves, 2000). As a result, new instructional methods and teacher professional development were required.

Furthermore, exhausted teachers with little remuneration have been forced to study and implement teaching standards and specified curriculum objectives. They were aware of the modifications that needed to be made, as well as the fact that professional development practices should change. All of these trends and challenges were significant factors in motivating instructors to examine their professionalism and make the best decisions for professional development in order to achieve their intended goals with pupils (Hargreaves, 2000).

Teachers must realize that their education does not end when they graduate from college. "Why didn't teachers can learn what they required to understand to teach for the rest of their lives in just very few years of college?", one might wonder. Some of the most critical lessons can be learned only when they have their own students.

However, it is no secret that many teachers value professional development programs that include prolonged, coherent study, collaborative learning, opportunity for classroom

experimentation, and follow-up. It is beneficial to provide teachers with the depth of knowledge required to satisfy the various and demanding needs of students.

References:

Hargreaves, A. (2000). Four Ages of Professionalism and Professional Learning. Teacher and teaching: History and Practice.