
Research Papers



PROFESSIONAL DEVELOPMENT OF TEACHERS

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Abstract

Professional development for teachers is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills. The ultimate goal of teacher professional development is improving student learning outcomes. Research indicates that teachers have control over many factors that influence motivation, achievement and behaviour of their students. Therefore, professional development focusing on effective classroom management will enhance a teacher's skills and performance in the classroom.

Effective classroom management requires a comprehensive approach that should include structuring the school and classroom environment, actively supervising student engagement, implementing classroom rules, enacting procedures that encourage appropriate behaviour, using behaviour reduction strategies and collecting and using data to monitor student behaviour and modifying classroom management procedures.

Therefore in teacher preparation programs greater emphasis needs to be placed on preparing teachers to be competent and efficient at managing today's classrooms with their diverse range of learners. This approach means not only giving preserves teachers the intellectual understanding of the issues involved but also providing them supervised experience related to components of classroom management. The purpose of this paper is to provide research and recommendations related to professional development of teachers, specifically addressing the area of classroom management to improve learning outcomes.

Key words: teachers, motivation, achievement, classroom management, research, learning outcomes

INTRODUCTION

Teachers play a major role in the academic standard of any collage. Teacher is the most vital factor in high quality education, the background qualifications motivation commitment to the profession etc., is the most significant qualities of a good teacher. Teacher is a classroom manager a counsellor, a member of many teams and groups a decision maker. A teacher has to be the role model. The general responsibility of teacher has increased after the implementation of GATS Negotiation in education services which has brought about changes.

Professional development for teachers is the range of formal and informal processes and activities that teachers engage in both inside and outside of the school, in order to improve their teaching knowledge and skills. The ultimate goal of teacher professional development is improving student learning outcomes. Research indicates that teachers have control over many factors that influence motivation, achievement and behaviour of their students. Therefore, professional development focusing on effective classroom management will enhance a teacher's skills and performance in the classroom. Skills such as effective classroom management are vital to

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teaching and require common sense, consistency, a sense of fairness and courage. The skills also require that teachers understand the psychological and developmental levels of each student.

The ability of teachers to organize classrooms and manage the behaviour of their students is critical for achieving positive educational outcomes. Although sound behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally highly effective instruction reduces, but does not eliminate, classroom behaviour problems. Effective classroom management competencies also significantly influence the persistence of new teachers in the classroom. Effective classroom management requires a comprehensive approach that should include structuring the school and classroom environment, actively supervising student engagement, implementing classroom rules, enacting procedures that encourage appropriate behaviour, using behaviour reduction strategies and collecting and using data to monitor student behaviour and modifying classroom management procedures. Therefore in teacher preparation programs greater emphasis needs to be placed on preparing teachers to be competent and efficient at managing today's classrooms with their diverse range of learners. This approach means not only giving preserves teachers the intellectual understanding of the issues involved but also providing them supervised experience related to components of classroom management. The purpose of this paper is to provide research and recommendations related to professional development of teachers, specifically addressing the area of classroom management to improve learning outcomes.

DEVELOPMENT PROGRAMMES

Today the community development programmers has revamped with new programmers, based needs for sustainable progress of the communities of the year 2005 the government had launched Bharat Nirman for rural infrastructure which covers Roads ,Telephone connectivity Irrigation ,Water supply, Housing ,Mass education these are related developments relating to educations. Quality in teacher education is rightly says that essences of good teacher education program are its quality. Quantitatively teaching profession is the largest to all the professions .India has six millions teachers,

with 5.5 million working at the school level and 0.5 million in higher education. As a result of globalization Information and Communication Technology (ICI) have teaching learning process. The biggest challenge in India is to bring ICI in the classrooms as all levels therefore the main goal of teaching is to make student leaning possible the task of the teacher in higher education.

PROFESSIONAL DEVELOPMENT

Information and Communication Technology (ITC) has accelerated teaching learning process our lives have changed communication has entered a new era. The 21st century clearly shows that (ICI) provides growth and development. it is producing knowledge and also bringing quality services and delivery system .All education polices and reforms in recent years has been on technology It can transform the system of education in our country. Advancement in computing on the advent of internet and wireless facility which mean information can be distributed and accessed all most instantaneously .in teachers education Teacher trainees and the teaching communities are adapting to new technologies, new the classroom teaching do not function in lecture alone ICT has brought many teaching learning materials to the classrooms. Internet has entered our classrooms especially in the form of e-learning web based learning on line learning and it is feared that it may take the place of teachers. Today is in the grip of information cum communication technology.

IMPORTANCE OF EFFECTIVE CLASSROOM MANAGEMENT FOR TEACHERS

The ability of teachers to organize classrooms and manage the behaviour of their students is critical to achieving positive educational outcomes. Although sounds behaviour management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible. Reciprocally, highly effective instruction reduced, but does not eliminate, classroom behaviour problems (Emmer & Stough, 2001).

A significant body of research also attests to the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in teaching carrier (Ingersoll & Smith, 2003). New teachers typically express concern about lacking effective means to handle the significant disruptive behaviour of

students (Browers & Tomic, 2000). Teachers who have problems with behaviour management and classroom discipline are frequently ineffective in the classroom, and they often report high levels of stress and symptoms of burnout (Berliner, 1986; Browers & Tomic, 2000; Espin & Yell, 1994). Disruptive classroom behaviour is a significant reason why teachers leave the profession (Ingersoll & Smith, 2003).

Disruptive behaviour is a particular problem in classrooms of economically disadvantaged students (Kellam, Ling, Merisca, & Ialongo, 1998). The inability of teachers to effectively manage classroom behaviour often contributes to the low achievement of at risk students and to their excessive referrals for special education (Donovan & cross, 2002). In addition to inappropriate assignment, inadequate preparation and inadequate professional development are other major contribution factors to the classroom management problem faced by new teachers. Although the importance of acknowledged by educators, many new teachers reports in adequate training and little assistance from colleagues and supervisors in establishing positive and productive classroom environments (Baket,2005; Sibert.2005).

VARIOUS MEASURES OF CLASSROOM MANAGEMENT

Classroom management is the organized implementation of room design, teaching techniques and discipline styles. Analyzing how our behaviour affects students is a key to becoming an effective and memorable teacher. Although it is difficult to score our performance as a teacher numerically, keeping regular notations regarding our technique and resulting student achievement can be helpful in guiding our professional development.

ACADEMIC MEASURES

The goal of classroom management is to increase student achievement. We are already measuring student achievement through class work, tests, projects and homework assignments. Make notes concerning student scores both before and after making changes to our teaching style. Comparison of these records is the most direct way to measure the effect of our modifications.

EMOTIONAL MEASURES

Consider the attitude of our students when they enter and leave our classroom. Are they

engaged and positive? Bored and withdrawn? What is our stress level at the end of the lesson? Negative attitudes held by our students are a sure sign that our classroom management needs to change. Take the time to confer with our fellow teachers. If we have common students, discuss how they behave in each of our classrooms. Widespread behavioural problems may necessitate changes at the departmental level or the need for individual intervention.

INCIDENT REPORTS

Successful management can be measured by a decrease in the number of incident reports. The less our students are acting out and misbehaving the better our classroom is functioning. Look for increased participation from previously disruptive students.

CURRICULUM PROGRESS

One sign of poor classroom management is the inability to cover curriculum at a regular pace. If we are repeating lessons, extending deadlines and skipping chapters to catch up, our classroom is probably not in our control. Don't let disruptive or distracted students guide the pace of our course. Make changes to ensure we maximize our instructional time.

DIRECT FEEDBACK

Direct feedback from students, parents, colleagues and supervisors is a great way to ensure our management techniques are effective. Make use of parent-teacher meetings, pep rallies, extracurricular activities and after [school](#) study groups to talk to others about our class. A positive review from a student may be the most effective means of measuring our classroom management techniques.

CONCLUSION

Skills such as effective classroom management are vital to teaching and require common sense, consistency, a sense of fairness and courage. The skills also require that teachers understand the psychological and developmental levels of each student, because as educators, we are obligated to educate the “whole” child. While there is no one best solution for every problem associated with classroom management, the twelve steps listed below serve as a great start in implementing effective classroom management and also lead in developing professional development in the teachers because effective

classroom management leads to effective learning which is the ultimate aim of the professional development in teachers.

The teacher still has a crucial and demanding role to play in the process of student learning. The teacher in higher education has many dimensions. Use of technology and proper training most teachers will have experience of traditional university teaching and learning. As a result of globalization has changed the Character of higher education to be more meaningful and productive .We can see the progressive impact of technology on higher education. A student requires counselling, faculty member requires training. Quality improvement of faculty member it can be looked from two different perspectives, so higher education has such change.

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