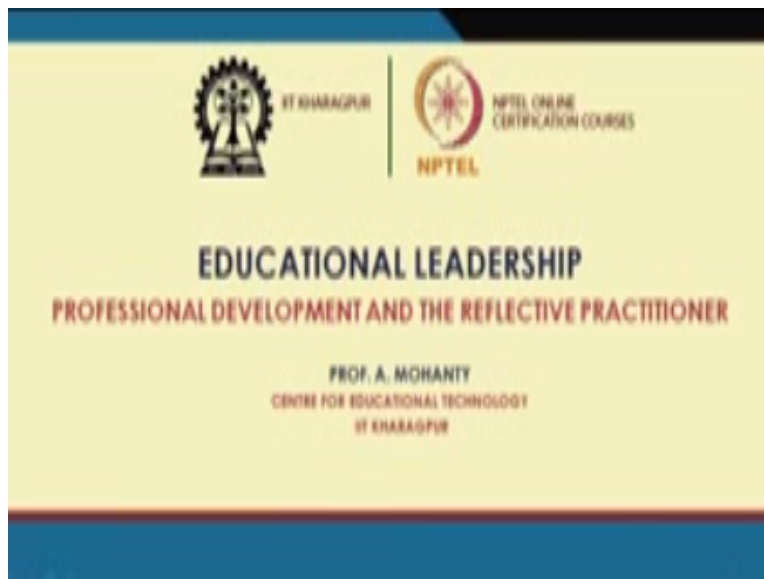


**NPTEL**  
**NPTEL ONLINE CERTIFICATION COURSE**  
**Course**  
**On**  
**Educational Leadership**  
**By**  
**Prof. Atasi Mohanty**  
**Centre for Educational Technology**  
**Indian Institute of Technology Kharagpur**  
**Lecture 06: Professional Development &**  
**The Reflective Practitioner**

Welcome viewers to this NPTEL course on education leadership.

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Today we will be discussing about the professional development and the reflective practitioner.

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**Professional Development and the Reflective Practitioner**

- What is Professional Development?
- Professional development - a **dynamic process** that spans one's entire career in a profession, from preparation , induction to completion & retirement
- Successful professional development relies on - **relationship** between the individuals' work environment & their role-perception within it

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Let us first discuss about what is professional development? Professional development is a the continuous in continuing learning and continuing education continuing training etc. So let us inspect about what is actually learning professional development and continuous professional learning development. So professional development is a dynamic process, as you can see is the lifelong it is the continuous process it is a dynamic process that is span's one's entire carrier in a profession does not matter in which profession you are it is span's over the year entire carrier starting from the preparation.

The day you begin your preparations by setting the carrier goal that I want to with these and that etc in with this profession that profession. So whenever you start your preparation being in to that profession so they it that from the very beginning the same day it begins that is from preparation you make for a professional carrier again it continues the moment you get inducted in to that profession you enter in to that job you enter in to that work profile etc.

The inductions to again you continue throughout your life you continue throughout your life by performing the jobs by doing research academics or practice in particular discipline etc. So the entire carrier your entire carrier in completing and it continues till you complete that carrier formally and a day and up to the date like you retard. So it is a dynamic process why it is dynamic it is ongoing it is keeps on changing it is a continuous learning process it is a lifelong process you can say it is a like you know it is like living organism it is the dynamic process

continuously it update itself it changes its direction changes its process so it is a like a continuous learning process it is like kind like of kind of life cycle.

So it is a dynamic process that is span's one's entire carrier in a profession from preparation to induction to completion and retirement. So it is whole span of your carrier development, second is that second important factor is that successful profession development relies on the relationship. So if you want to be successful in a particular carrier or a profession you have to establish certain relationship. So different types of relationship you have to set off the relationship each have you know each are work environment our colleagues with your content with your subject with your domain knowledge etc.

So it is a kind of relationship between individuals work environment in which workplace you work be it and organization and institution a college a school ort university whatever your work environment so what is your relationship of your work environment and the role perception that means and the your role you have perceived like yes I am suppose to do this and that and my roles and duties and responsibilities are like this.

So in a specified job environment workplace what are my duty is and how do you perceve your roles to you know to perform to perform your duties to carry on your responsibilities etc. So it is a kind of relationship that you establish it between your job environment work environment and the role perception you formulate you know you draw for yourself or you perceive or you have been assign to do certain things in a particular job environment.

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So this picture actually shows the kind of relationship between professional development with an individual and the institution as we can say suppose if the in any particular organization or the institution education institution if profession development is the nucleus of the center if it is the center in that institution then it has four pillars as you can see it has four pillars one is institution because institution is definitely important because you are job environment is primarily consist of part of component part of significant component of that institution so institution is one of the significant pillar and when you enter in to the professional and join in the **particular institution**.

So you have to be very thorough about it or you have to apprise or about the you know vision, mission, goals, objectives type of institution, type of work they are doing so you have to very familiar with very thorough about the institutions its goals, its objectives etc, and more over the same kind institution also after recruiting the people it also elaborates and it gives it also elaborates and.

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Apprises the employees about the institutional goals, objectives that I provokes they do and it has also got some duties the institutional has also got some duties to nurtured to groom, to develop certain competencies and capabilities among their employees and the staff. So institution also organizes one of the programs for not only for organizational development but which are education programs, employ trainings, job orientation trainings.

And you know continuing education programs, in service trainings all kinds of continuing education programs by giving you the opportunity winners to go outside the institution to attain some of the conferences, workshops and seminars etc to deliver some lectures to participate all kinds of activities. So it falls under the preview of the institution that means how it organizes different kinds of programs, professional development programs for the aliment of its own employs.

The second pillar you can say individual, because the individual himself is also responsible for what he is doing career goals or the you know career plans and to achieve certain objectives, professional objectives in aspirations and career plans, goals and such it is also partially falls under the individual responsibilities that individual, self initiative individuals own passion and you know motivation for his own professional development.

So individual you can say it is another pillar again a significant pillar and another you know common feature of profession development is the learning, learning is the you know platform, learning is the platform we can say it is the base through which the professional development

programs are training programs are being conducted like all the time in the focus is on learning continuous learning, development at different kinds of skills we know competencies, capabilities, professional knowledge, pedagogical knowledge so learning is the primary focus.

And again achievement another is that achievement whatever we will, you learner will learning the process of professional development we have to deliver it, we have to manifested in our of job performance we have to manifest it through our activities, through our actions, through our you know our performances etc, so achievements so in that endure or in that style we want to achieve something, so professional development ultimately leads to achievement also.

So achievement in professional career in career success in the job for achievement for the institution, achievement for fulfilling your personal career goals and objectives etc.

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□ Continuous Professional Development Activities (CPD) must focus on -

- a) Professional work - based activities
- b) Personal activities outside work
- c) Courses, Seminars, Conferences & Training events
- d) Self - directed & informal learning

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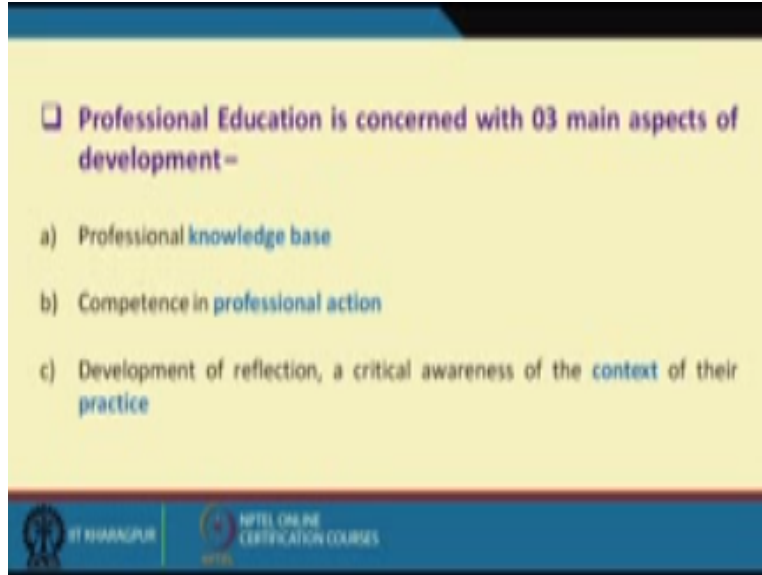
So generally the term is that continuous professional development activities CPD is the very common phenomenon in every field we it organization industry or educational institutions CPD, CPD programs, activities or it is a part it is a you know like it is a part in personal activities are very significant component of any of their organization institution and it must primarily focus on certain activities what are these things like professional work based activity in whichever profession you are, if you are in the teaching profession or in legal practice or medical practice or if you are an engineer whatever profession you have taken now, in your professional work space you must get this professional training programs or professional life you must be engaged in the professional development activates.

So that is the professional work based activities it has to be related to your own profession, your own job related activities. Second personal activities outside the work whatever you will learn, you perform, you do, you occur within the job framework within the work place or within the that means telling programs situated in your institution but sometimes are often you have to work beyond that also, so these are this will come under the personal activities but again which, again nurtures and nourish your professional excellence also like from you do on some of the personal assignments, perjures you have publication, research, action research whatever you do beyond that hours working hours so then it comes under the personal activates outside your evoke you have also taken the personal initiative to perform that.

Third is that course and seminars, conferences, training programs etc, etc like often you organize some of the courses within your organization institution or you participate in different courses similarly you participate in seminars and conferences by delivering present in papers, you also participate in different training programs, often you also organize training programs for others, for junior faculty, for new fresher's and from other institutions etc. so that is in third component and again fourth is the self directed and informal learning.

When we talk about the individuals initiatives for his or her career development, professional development so that in case he has to be self directed, he has to be a self learner and all his career plan he has to he know implemented himself and he has to engage himself in various kinds of her modes of informal learning. So you can say the CPD is the both the individual responsibility as well as the institutional responsibility.

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So professional education again is concerned with three main aspects of the development, so professional knowledge base is that we have to increase enhance of professional knowledge base in us in the specific domain we are working, in the discipline we are engaging, in the subject we are teaching, the subject we are practicing so first is the professional knowledge base we have to increase.

And enhance our knowledge base by updating ourselves acquiring the different kinds of knowledge, the latest research, latest practice, latest pedagogy so that is you have to enhance our knowledge base, the volume of knowledge must be updated enhanced in up to date. Second is the competence is professional action, when you actually perform in a job environment when we actually practice our profession so we are engaged in that is professional action that we are performing in the process of performing where in we are in action.

So what on the competences that we require we need for that profession practice, so we need to update ourselves, update our competence ourselves efficacy our capabilities for you know for a quality professional action or the kind of performance we should be engaged in which must have some significant impact and relevance. Third is that development of reflection a critical awareness of the context of their practice anyway.

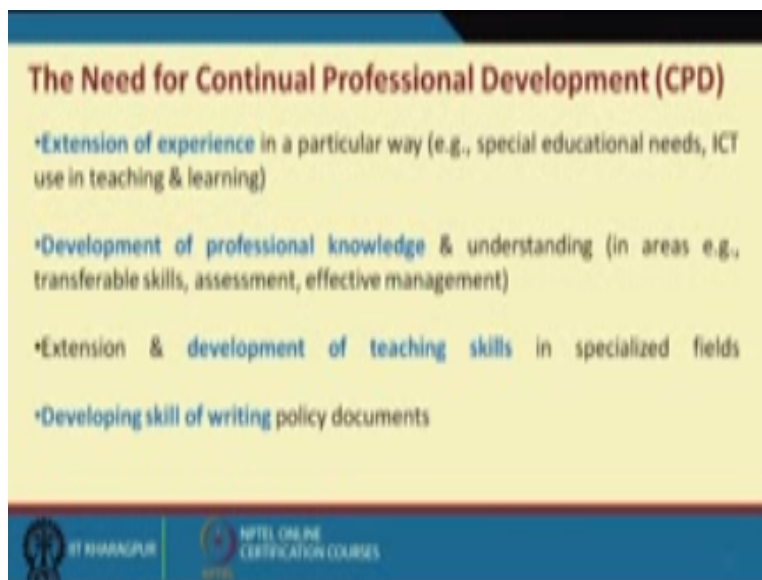
Any kind of profession whatever we take up, whatever we do in whichever in profession we deliver and work so it has the particular context it is very much contextual be teaching, be it in



engineering or be it legal practice it has its specific context it it's embedded in a particular context, it is embedded in your particular situation hence we must be very much critical aware of that context.

Whether let for a example we are, if you are teaching whether we are teaching in the classroom situation in face to face context or we are teaching in a virtual context or you are teaching to a single child individual child in a tutorial class or you are attending a conference or seminar so what is the actual the context of learning that is also important context of learning, context of practice. So we must develop the reflection so whatever we do a single bit of you know action also it should we should reflect up on it, it should be followed by the reflective thinking hence we have to develop a critical awareness of the context of their practice. In which context we are practicing in which context we are performing, in which context we are delivering.

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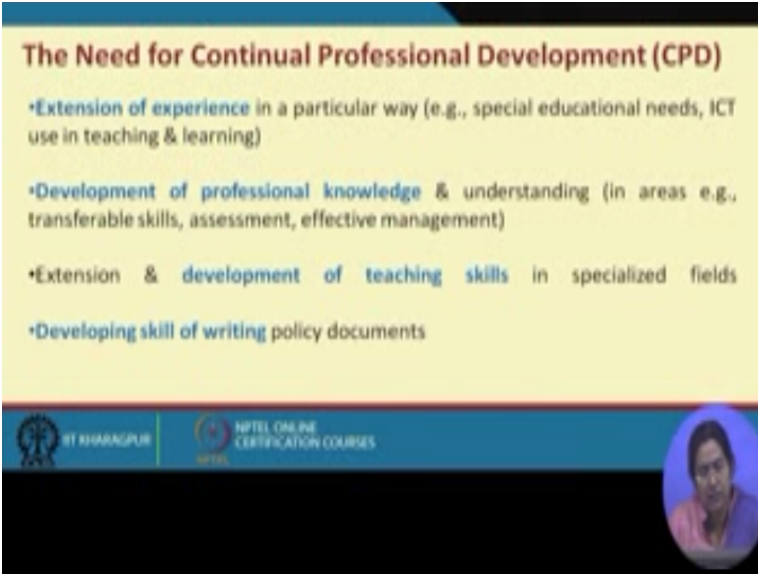
So there what is the need for continuous professional development and why do we need it, now in nowadays in 21<sup>st</sup> century after globalization that is used competitions so every action should be followed by you know research component like every action should be based on research findings, so practice being followed by the research findings so similarly it should be again it should be ongoing it is updating, it is continuous, it is sustainable is not that have ten years back whatever the research finding has said nowadays we are practicing it, no.

It has to be ongoing, it has to be continuous, it has to be research based because ultimately our focus is how it should be our present practice, our present performance it should focus on not only the small groups of stakeholders but to the larger audience for the larger communities also. So that is why the need is that extension of experience in a particular way, so we have and we have to extend our experience, our competence and ability etc beyond certain situations.

And even though if you used to be in a certain associative situation in like traditional classrooms or you know traditional in small classrooms or you know traditional there is suppose leaving if you even expose to that kind of that particular kind of situation.

But we have to change it we have to change it into different contexts different situations so we have to extend our experiences beyond certain situations you have to adapt our self to different educational needs especially educational needs are from in different kinds of learners that is by learning styles you have to update our self by for sitting in classroom or by sitting by teaching is it use in the learning.

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**The Need for Continual Professional Development (CPD)**

- Extension of experience in a particular way (e.g., special educational needs, ICT use in teaching & learning)
- Development of professional knowledge & understanding (in areas e.g., transferable skills, assessment, effective management)
- Extension & development of teaching skills in specialized fields
- Developing skill of writing policy documents

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So it requires the regards of training continuous training continuous learning continuous practices so extension of experience in a particular way as for the demand of the situation as for the requirement of the situation second is the development of professional learners and understanding in the areas like transferable skills assessment effective management etc so it is not enough that we have to develop your expanded our experience.

Now we are utilizing the different context and going for those desks of the knowledge you have to go for desk of the professional you know under feelings and understanding the applications analysis and implementation in different context so suppose we have learn and you have update our knowledge skills etc.

We have expanded our experience well informative think of out of these are new application of analysis then what are this transferable skills in which skills can be transfer to that skills of subject to I am suppose to deliver it I am suppose to give it to my students I am suppose to make them learn these transferrable skills that assess if an accessing the performance of the particular situation.

Then how to by assess that is what should be the more evaluation the techniques that assessment what kind of tools must be using it and at the end of this institution can effective management of not only teaching learning situations that classroom effective management has an institution of the effective management you know total classroom school and government college government campus activities so effective management.

So whenever we talking about educational leaders automatically the effective management also comes into it so provisional developments does not mean or does not restrict or only to update the knowledge skills and competency skills but to enhance our managerial capabilities also second is the next extension of the development of teaching skills and specialized skills again teaching skills so teaching skills is not that we have learned the subjects very well.

We have updated our knowledge and we have delivered the lectures so it is not teaching skill is not just restricted to only delivering lecture or giving them assignments or classroom assessment etc it is beyond that so in some specialized skills like suppose whether you have delivering the lecture in an conference hall whether you are delivering the lecture to you know professional young professionals young people's where just joined the institution.

And to orient toward the goals of the institution then again you can address some other group so what teaching skills again we need to develop certain teachings kill multiple teaching skills to address different audience different audience different groups in different context as for their needs and requirements is not that whatever we have learned we have delivered.

It is not just like that but what are their needs so that is from the beginning of nay of the orientation program training program development program first of all we get to know about the backgrounds of the participants backgrounds of the audience their experience their knowledge so from that we perceive that whether it is kind of homogenous to heterogeneous to what is the range of the diversity.

From which disciplines they are coming then again you also ask for the individual you know the aspiration so individual goals so like to learn out of it so what are they expectation form this program from this course etc so we have to extern you have to develop the teaching skills and different kinds of skills specialized skills for the targeting for the different audience from developing the skills of writing the policy documents.

Again in this profession in education to be an effective administrator to be an effective leader to be an effective teacher to be an effective main care to be an effective faculty advisor you also need to develop writings skills so writing skills of different writing skills so writing skill of different research paper then writing the policy documents or writing that you know and non report writing the profile of the organize even if a paring our own carrier plan carrier it is a carrier plan the actions plans and you know appraisal form or CD so we need so writing skill it is required in every profession, but in teach profession the education is specially we need to develop these writing skills.

Not only for policy documents and non report or for a some kind of you know curriculum instruction design all any kind of documented think but also even for classroom assignments even for writing the questions, even for you know assigning their projects even from a reading the different kinds of designs and the problems to the students so for different kinds of purposes we need to develop this writing skill.



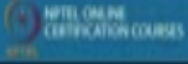
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- Institutionally led professional development & self-initiated professional development

**❖ Continuous Professional Development - CPD**

- CPD is about enhancing and extending knowledge , pedagogy , & experience a way of **enhancing effectiveness** as a researcher and teacher
- CPD is the process by which academics may **explore** existing skills, knowledge & responsibilities , and endeavour to maintain , **enhance & transfer** these skills to a variety of situation within the academic community

• <https://www.youtube.com/watch?v=mG7FXp58mOE>

So again institutional s we have already discussed institutional we have professional developer and self initiative for professional developer so sometimes institutional house for organize the different kinds of professional training programs which are education programs is in managerial educational programs as well as at the individual himself the individual professional himself can take some initiated for his or own professional developer and continuous professional development.

So now we just discuss about some of the aspects of CPD so now by this by CPD is you know is about and enhancing an extending knowledge pedagogy and experience so as we have already discuss updating our knowledge skills competences pedagogy how to deliver it and how to teach to it is a pedagogy in which context and then at the end experience and experience that whatever who have experience you have let me experiences we have gathered, from different kinds of situation from different kinds of you know.

Lectures from different kinds of ten programs etc. And all this three helps us in enhancing the effective place as a researcher the feature, ultimately we have to focus on competency capabilities and effectiveness competency is just for that means whatever we have learn which other just going to use it in our present situation, present work environment capabilities we have to enhance or abilities beyond the present competences are require competences we have to enhance our capabilities for future.

In learning future action for future delivery of the things also and at the end there enhance it has to be effective so competency means competency in capabilities shows our efficiency effect and ultimately it should be effective, so enhancing alternative the goal is enhancing the effective plus as a researcher and here teacher, because the teaching and research or you know in separable their complementary in supplementary to each other, because results tendence or teaching to research we in another teach a new practices new pedagogy.

And when and by teaching when you when we implement it actually applied in the particular situation dialogue again we get the feedback, feedback of what are the strength and weakness is where we are failing how much we are gaining etc. Again it helps us in giving the feedback for again to be engaged in a new kind of research so it also helps us in finding out identifying the new problem areas new a new issue in new challenges etc. For which we can again carry forward carry on our.

Feature research so again CPD is the process by which academics may explore that juts in scheme and knowledge and responsibility so we have first thing is that we may explore existing schemes knowledge and responsibilities and gave it to maintain it, is not just that means in our existing profession in a present profession in a present work environment etc. What are the distant scales knowledge and responsibility we are required to do we are require to deliver we are required to perform.

We are required to learn and deliver so an endeavor to maintain it we must brush up we must maintain it we must nurture that just in skills knowledge and responses at the same time we must focus on enhancing those skills, we can we complaints with the you know present knowledge skills whatever we have acquired at movement no we cannot be from pleasant, we have to update slowly and sustainably sustain we have to update our things so from exploring skills to up enhance to enhance our skills.

Enhance our competences enhances or the capabilities enhance or effectiveness and ultimately the goal is how this capabilities competences that can be transport to the future generation learners transfer to the students transferred to the employees transferred to staff transferred to the fresher's.

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• Institutionally led professional development & self-initiated professional development

❖ **Continuous Professional Development - CPD**

• CPD is about enhancing and extending knowledge , pedagogy , & experience a way of enhancing effectiveness as a researcher and teacher

• CPD is the process by which academics may explore existing skills, knowledge & responsibilities , and endeavour to maintain , enhance & transfer these skills to a variety of situation within the academic community

• <https://www.youtube.com/watch?v=mG7fXp58mOE>

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So and transfer these schemes to variety of situation within the academic community even within the academic community within the educational institution that different kinds of you know kinds jobs different kinds places are there starting from the administrative and responsibility to curriculum designing assessment evaluation and co-curricular activities community development counseling parents teacher association so different spheres are there in different sectors are there.

And we have to transfer these skills to other spheres to other staff to the joineries to other human participants so that is it is not so here the focuses as separately not for Cauvery acquiring and accusation of the new knowledge competence for our self our own benefit individual infinite but to share this knowledge but to he as he as but to enhance notches group our you know our fellow colleagues fellow students fellow genius efficiency and ability.

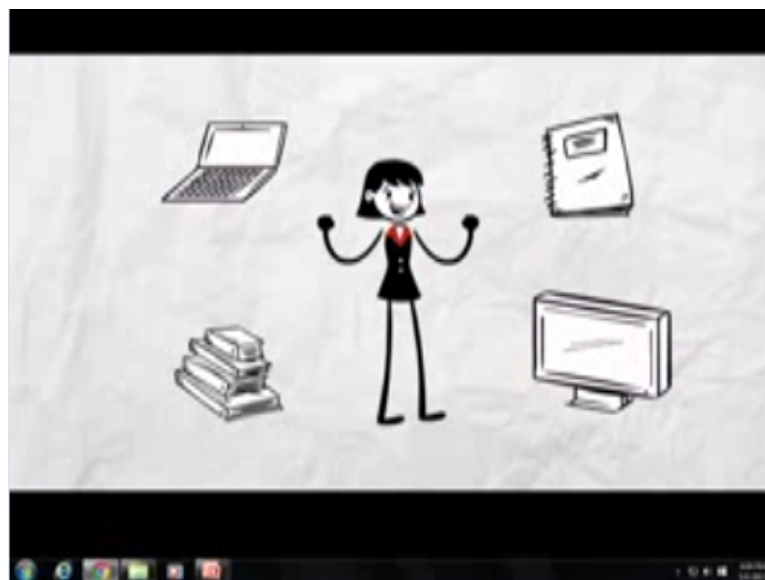
So it is not only by acquiring then you have deliver it we have to groom we have nether we have to develop others also so that is it requires exploring that these can enhancing the skills and transferring the skills to other members engaged in different kinds of activists in a varieties of situation within the academic community now we will just see and one of the video YouTube video in this context and what it says about CPD.

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Professional development is an important aspect and facilitating a teachers use.

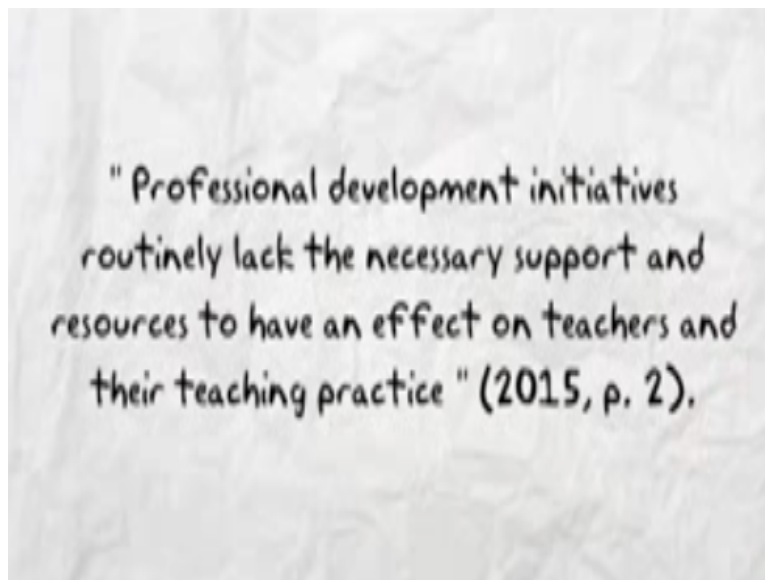
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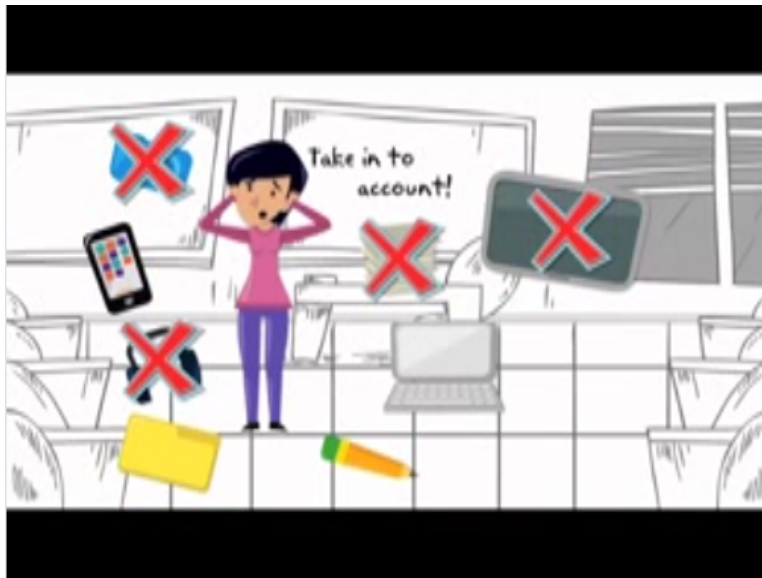
Of any know structural effort where true to enhance learning in the class room all over is a sided my curriculum post.

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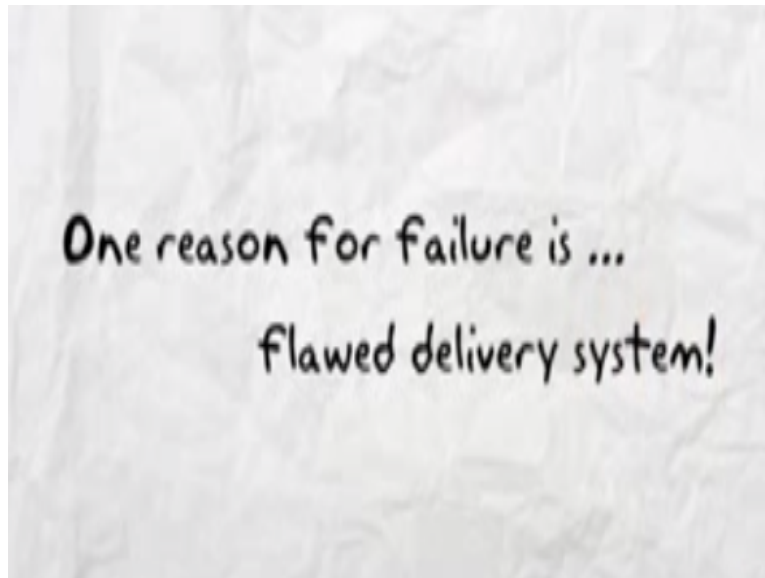
Professional development initiatives routinely lack the necessary support and resources to have an effort on teachers and their teaching particle.

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As an instructional technology course we must take a look out this fact teachers are free calling inverting by many professional development ideas the vast majority of which that have in the past and simply for to have any simplification impact on either instruction practices over the learning.

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One reason for failure is that the system for delivering professional development is flawed.

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## Most Frequent Formats ...

- \* school inservice days
  - \* structured workshops
  - \* conference attendance
  - \* college courses
- " teachers treated as passive learners "
- (Desimone, 2011, pp. 68-69).

When I recall professional development format a traditionally then school in-service says, structured workshops, conference attendance and college coerces where teaches are treated as passive learners and of knowledge after means methods amount to little more than information down.

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They may be good information provided but if the information move to least professional to of my sections are comparable to the facilitator aiming a file of or tidings inspiring them for force for several long hours in this now we attending with so may be soaking where at the conclusion of the training however the ability to capture and retain any of that matter or knowledge is greatly limited.

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## Another reason for failure ...

- \* based solely on a new idea or,
- \* piece of equipment
- \* impact on student learning not considered

(Parker and Post, 2015, p. 5)

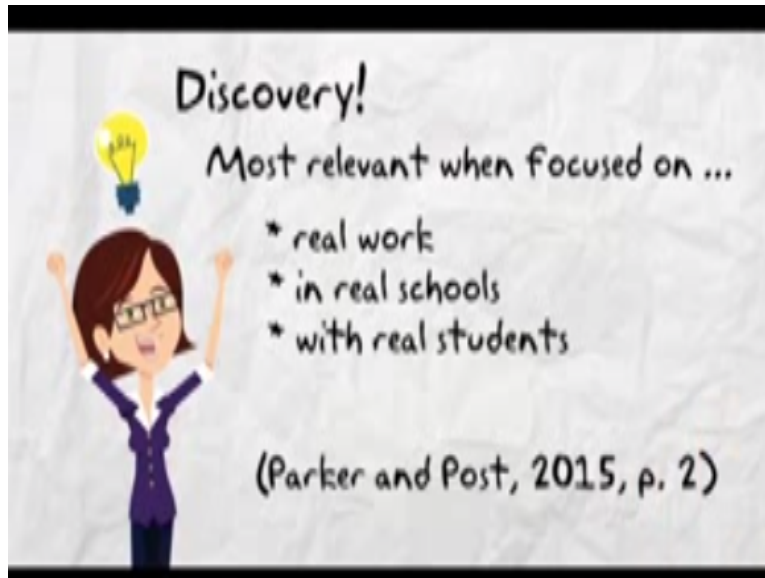
Another reason my professional development forms is that too often it is planned and conducted by simply on a new idea where piece of equipment where if then the consequence of this impact on student learning.

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Thankfully over the past decade new approaches to professional development have emerged views teacher learning as interactive and social based in discourse and community practice.

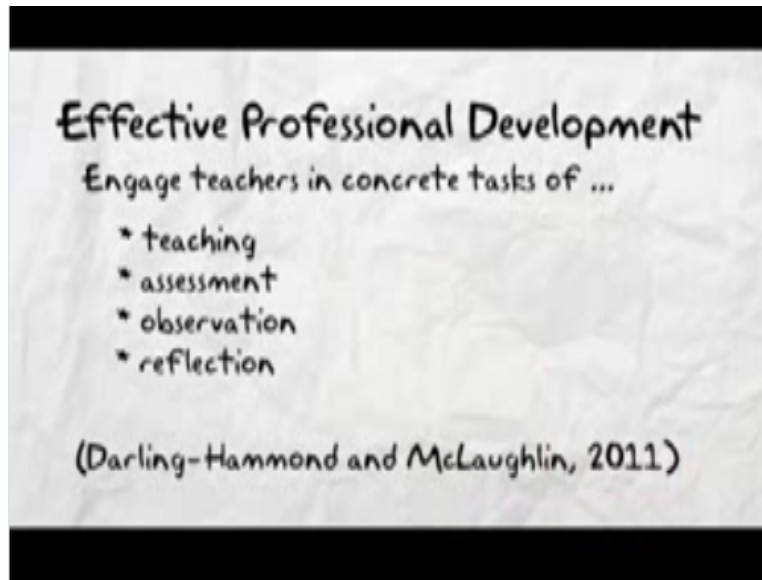
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We have discovered that teacher learning is most relevant when focused on teacher's real work in school with young people and address the unique context of this course.

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Over effective professional development engages teachers in concrete tasks of teaching assessment observation and reflection therefore you must go over team.

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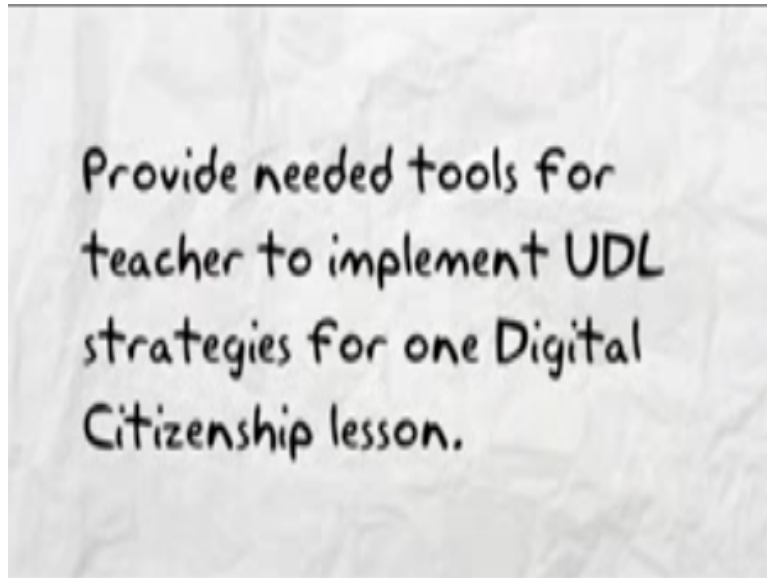
## Our Big Goal ...

- \* produce effective professional development
- \* genuinely enhance teaching and student learning
- \* help teacher embrace Universal Design
- \* meet the individual needs of all students

To produce effective professional development that was genuinely enhanced teaching and student learning we neither in cooperating the universal design learning strategies will be an important shift for the educator in terms of facilitating and structural particles that surly made the individual needs of all students.

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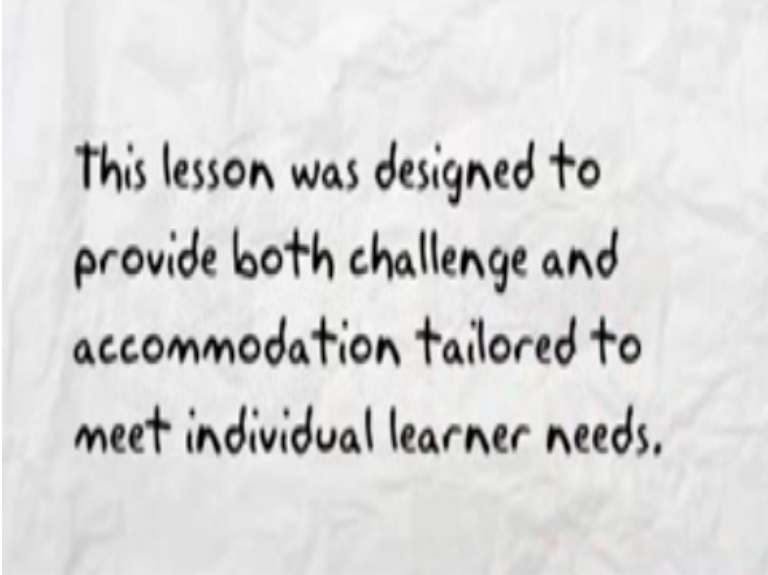
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A photograph of a piece of crumpled white paper with handwritten text in black ink. The text is centered and reads: "Provide needed tools for teacher to implement UDL strategies for one Digital Citizenship lesson."/>

Provide needed tools for  
teacher to implement UDL  
strategies for one Digital  
Citizenship lesson.

Our new term goal is to provide needed tools for teacher to implement UDL strategies and tools in one digital citizenship lesson that we have to develop.

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A photograph of a piece of crumpled white paper with handwritten text in black ink. The text is centered and reads: "This lesson was designed to provide both challenge and accommodation tailored to meet individual learner needs." The paper has a textured, wrinkled appearance.

This lesson was designed to  
provide both challenge and  
accommodation tailored to  
meet individual learner needs.

This lesson and the technology incorporated was designed to provide the challenge.