

NPTEL
NPTEL ONLINE CERTIFICATION COURSE

Course
On
Educational Leadership

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Lecture 07: Professional Development &
The Reflective Practitioner
(Contd.)

Welcome viewers once again to this NPTEL course on educational leadership, so just in the last class we have discuss about the profession development CPD's it is components its requirements etc, now on the basis of that.

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Now we will just discuss about it figure a design given by some authors like how the in the profession development program hoe the different factors inter play what are the factors how these factors interplay among themselves and what are its important and how it relates to each other and how to achieve the goals of each and every aspect of professional development. So

first thing is that if we plan it on the institutional platform like suppose your organization or institution draws a blueprint of you know mass professional development programs for its faculty or for its colleagues or for the administrative staffs for the junior teachers etc.

So we have to take into account the whole scenario like for example for whom we are planning the program for whom we are planning the CPD program. So first of all we have a price that existing skills and knowledge, now in few sectors only like in school sectors for the school teachers we have only the pre-service teacher training program, teacher education programs and after that continuous or survey programs are there.

But for that is not available for every sector of education like for example in for college teachers even for the technical teacher engineering teachers we do not have that kind of pre-service mandatory pre-service training programs. So by just qualifying in some eligibility test etc whenever they enter to the job profession later on they go through different in-service training programs.

So in that situation for example if we try to draw a professional development plan for our new faculty members or the fresher's etc, so first of all we have to price ourself that means we have to know about the faculty members of the teachers existing knowledge skills and competences on the basis of that we can identify what are their training needs what are their special needs that on which aspects actually they need immediate training or they need any immediate kind of training program like it happens in the organization rule.

So first is the need assessment so it gives us a kind of appraisal like what kind of knowledge skill competence is there processing right now and what exacting or what new things they should know right now or this would have dead their knowledge for catering to the needs of our students our stakeholders etc or for delivering the effective teaching or learning in the classrooms in the situations.

So first is the appraisal so let us start with the appraisal, so appraisal then comes the departmental aims and priority, so every college or institution every department every faculty they have their own requirements its differs from science engineering to humanities to social science to skill development. So depending on the type of nature of institution it is or they have their own departmental aims and priorities.

So they have to fulfill it so we have to identify what are that departmental aims and priorities, second is that the basis of that how do we plan the faculty development programs now the basis of that like some teachers are very weak in you know designing curriculum or you weak in you know assessing the individual learners performance in a large class or for addressing the needs of the larger class room etc.

So depending on that we design a faculty development plan, and when the basis of that when we design the training program so we have to identify actually what would be our training objectives so our training objective instruction objectives at through which we want to bring some changes certain changes in our faculty members you know they of faculty so we have also specify the training objectives training objective instruction object is are what changes we try to bring among our faculty.

Second comes where again whatever we are trying to bring or we are trying to achieve it must match with our national needs also, at the moment what are our educational needs at the nation level so we have to keep an eye on or taking to perspective the nation demands also in the type of profession, in the type of educational we are performing so what are the national demands.

Second the next comes the opportunity to develop then again in that particular context depending on the particular situation and context or the job situation in the market etc or the type of education institutions that exists nowadays etc, so what are the opportunities available, what are the opportunities available to develop our discipline to develop our subject, knowledge to develop our domain knowledge and how we can update, how we can groom our faculty members nurture our junior teachers or freshers and how we can enable them to avail those opportunities available in the present scenario.

Then comes our preferred learning style, this every individual learner be it a child or an adult or whatever every individual learner has some preferred learning style, some people they you know they preferred to learn by listening to the lectures and observing the teachers or delivering it in the classrooms some, some teachers some people they prefer you know visualize things go through the visual clips, go through the video clips and maximally learn some people they preferred to learn by doing themselves here by engaging themselves so in that case we have to vary the situation learning, situation so.

So in that situation like especially in the technical skills, mechanical skills are like automobile designing or you know civil designing, civil construction design or in science some subjects also, so they need to be engaged in a particular learning situation to learn something, so we have to identify also preferred learning style of different types of learner groups or trainees and on the basis of that we have to design the training modules are the context.

Second when next comes up personal demands and individual in often institutional there are different institutional demands are like they are like for engineering college or science college or you know colleges of architecture etc, they have their institutional demands like the basis of the that means the national requirements the institutional also has sets some of the institutional requirements to establish itself in the market to establish its credentials to establish its reputation and quality.

So institutional has also pore some of the needs, goals, objectives for its own establishment, reputation, quality etc, so in that way institutional demands like what institution demands or expects from the faculty members or the employs. So as similar the same kind even though I am teacher, I have some personal career plans and goals and needs and professional needs and objectives so you have to identify personal needs and goals of the individual faculty member or the staff or the colleague.

At the same time you have to map it with institutional goals objectives and the demands, so what happens our personal goals, aspirations and objective it comes as a part of institutional goals objective demands then it is self fulfilling it is complemented to each other. So while delivering or achieving the objectives of institution as a whole where also simultaneously fulfilling our own personal professional needs also. so in that situation in that context it is complemented to each other, okay so that is why, when you are getting into a particular profession we must set our own career goals, professional goals etc and we try to map it in the context of my institutional goals in the context of our national goals.

So some of the instances like for example again it will vary from in the institution to institution depending on the type of institution it is whether is a government institution or private institution because in between these two their institutional goals and objectives vary so government and private, technical and non-technical school and college and you can say on other kinds of its like

there if it is a sports academy it is different deflection, you know fashion designing academy it is different if it is art academy it is different, so it will vary from the institution to institution.

But again before joining before selecting a job and professional entering into it, we must back our personal professional needs carrier goals, we can situation demands and we have to prepare ourselves. To a extent I can carter to institutional needs at the same time I can full fill my own goals. If there is a huge gap, then there will be de motivation, there will be less job satisfaction among the faculty members.

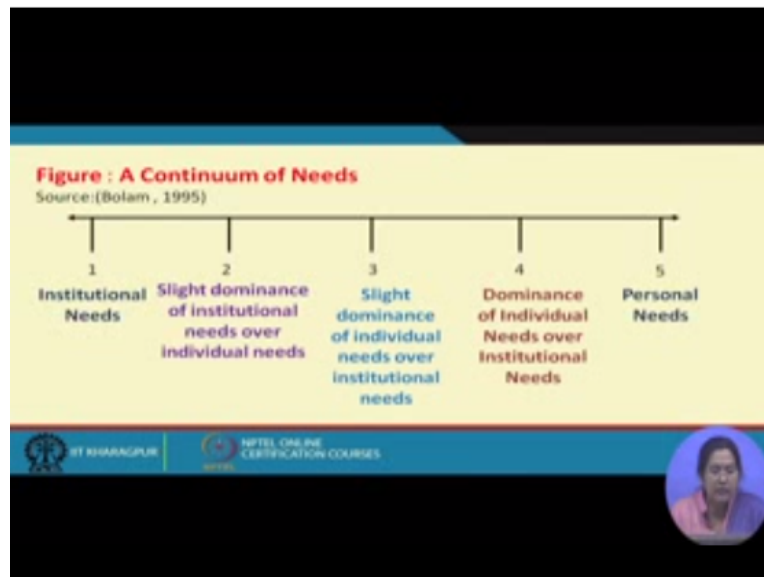
And at the same time there will be a huge gap between the faculty member of the person, an individual or the institutional, when the gap enlarges automatically there is a failure of academic programmers, failure of institutional reputation, failure of individual motivation all kinds of setbacks. Now next comes you as a professional that means we have to keep ourselves as a professional, so let suppose if I am claiming as a professional, I must identify my norms and cons, my strength and weakness, my competencies, existent competencies, I need to acquire, I need to learn, so I have to update my skills, I have to update my entity skills, I have to update my compete tent skill, I have to update my networking skills, I have to update my communication skills.

I have to update my lab skills, so different kinds of skills, all the time we must reflect upon our own practices, own performances, own knowledge etc. so how do we see our self as a professional? How do we evaluate ourselves as professional? Then comes the changing responsibilities. Again even if we are the faculty members, we are the professionals, we have job responsibilities also keeps unchanging within the institution from one type of job to another type of job.

So job responsibilities often changes and we have prepared ourselves for the responsibilities or new duties as well. On the basis changing responsibilities, changing place etc, job requirements also changes. Different types of job demands different kind of different your competency and the fields and the attitude. So depending on job requirement you have to update ourselves, so again the appraisal.

So it is a cyclic process is the online, continuous learning cycle, so in these way we can design a faculty development program in particular organizational or institution, keeping in mind is important factors.

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Again an institutional as it is goal and objectives and responsibilities etc and it also expect us to do certain things. Here institutional becomes needs become our priority, because we are part of it, because we are the employee and we have to achieve these goals and objectives for the institution. So here institutional needs become the upmost priority, second gradually we move, slight dominance of institutional needs over the individual needs.

Even though we are a professional here and we are suppose to deliver the needs to full fill the needs of institution, but gradually when we move on, we grow up there is a slight dominance of, that means we also try to achieve our personal needs, individual needs. So here our gradually move we just increase to focus on individual needs. So even then there is the dominance of the institutional needs.

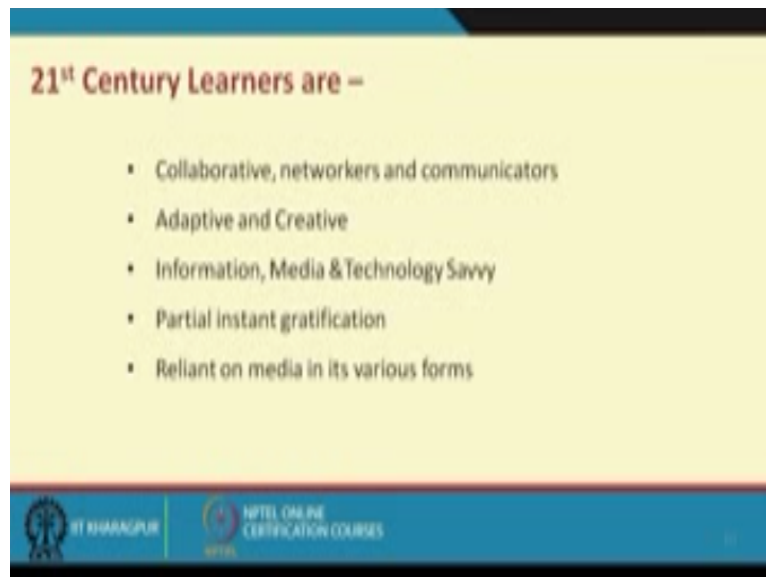
Even though we can achieve our individual needs aspiration, so there is the slight dominance of institutional because it becomes our first priority, individual becomes the second priority. Then again when we move on, suppose to the middle level carrier etc. so then there is the slight dominance of individual needs over the institutional need, so here in the 1st one it dominance of

institutional needs over individuals needs that means we try to achieve our personal goals in individuals needs first.

It becomes you know very prominent for us, in the 3rd slight dominance of individual needs over the institutional needs, so here again there is a slight individual needs over the institutional needs. That means still institutional needs become priority. So and the 4th stage again we move on in the continue dominance of individual needs over the institutional. So gradually now this case, the individual needs become more important than our institutional needs.

Then gradually when move on to the further step that is the personal needs, so it is the continued it is a scale, so we keep on changing ourselves from institutional needs to personal needs. Overlapping with these two takes place slightly dominance institutional or slightly domain in individual needs depending on the situation depending on the requirements depending on the duties and responsibilities of the situation.

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So now again at the center if you are in the educational platform then we have to update our self about the 21st century learners are that characteristic features like at this present state the past present it was the traditional phase that education were it was more tecaherful cause it kind of teaching but with the techno study situation techno studies decision over to be the where the changes the characteristics because also changed.

Now we need to know about it we need to understand this characteristics features of 21st century learners so what are this learners or characteristics first is that collaborative so in this they have to learn to this 21st century learners are learned to work together learn together so they have to collaborative learners often they become the main different kinds of courses assignments teams etc.

And we have also being educated as education system also promotes this okay also promotes this we also discourages not exactly discourage but we give less importance to individual learning self learning is also important but we try to promote encourage our students and encourage our learners so learn collaboratively because when we learn collaboratively not only the individual learners learn but the whole group learns.

The whole team members learn so we again collaboratively learning as the collaborative learning also helps them in not only in main the subject but also to learn certain other skills like writing other helping others then sharing with others then cooperative schemes communication scales then the leadership scales so different kinds of social schemes also the learning in the collaborative learning in government.

And we can take this 21st century educate us also we try to promoting so the learners, learners are collaborative and again that very good at networking and very good networking then develops our own positional networks with the seniors either the juniors with the peers and with students outside institutions the very good networkers and the communications the way itself you know with this our instant chatting instant essence instant mobile app using etc.

So they are very good communicators they are very good networks and then they are collaborative learners okay so now next is that they are very adaptive and creative they can adaptive to any kind of learning situations being the virtual institution lapse in the you know the actual situation contexts that the situation learning or in training in particular relative problems entered realistic situation put them any kind of situation.

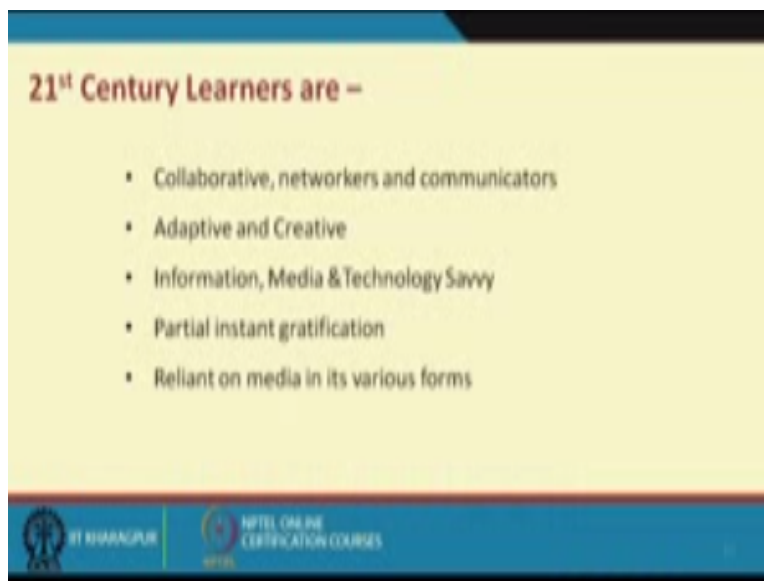
There well adaptive and also their creative with the exposure to the normal resources you know learning resources in materials literature and technology and latest technology and gadgets all kinds of gadgets their also becoming very highly creative that the creative designers and the very creative in batteries. So again they are been information media and technology they are very much updated with the letters you know letters to information the media and the technology and

latest technology also very techno people the medias having information they are very up to date latest in terms of information then but how they have another characteristics having that partial instant gratification.

Like you know like nowadays learners are very much responsive that quite other creative imaginative very good network but are impression their restless they are you know they need to achieve the taste of success very instantly so they need instant gratification that means whatever the having taste of success immediately.

So they need for instant feedback also and that is why partial instant gratification they cannot wait for long time to you know to taste the success of the refereed of success of the performance so partial instant gratification in order to sustain the attention in order to sustain the motivation etc we need to give them the partial feedback instant feedback so for to gratify the needs that to gratified that category needs carrier needs are the personal needs how you know getting the satisfaction out of the years I have do it enhances their self accuracy and you know sense of you know accomplishment etc.

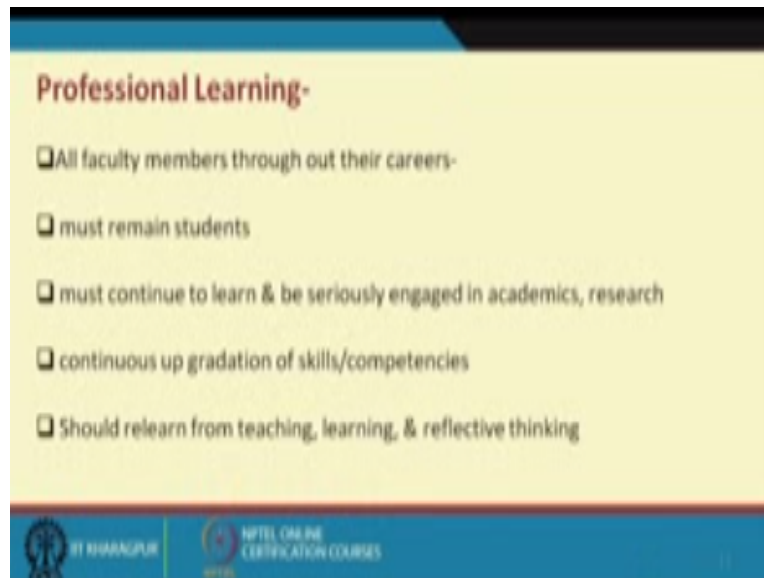
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So partial instant gratification the 21st century learners they want to instant gratification again there relied on media in it is various forms, there are very not only very adoptive very techno, but they relied more on the media and it is various forms like you know now a days it is where view line you know blocks and twitter all kinds of not only they are very much engaging but there

very much active and relied on the media different kinds of it is forms, so that is only have to the 21st century in teachers we have to be very up to date in our profession learning also okay.

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So how so it is again it is so it is a part of the CPD like what should be the mode of the pattern of the professional learning in the CPD program like all the faculty members throughout their careers, through their careers they must be remain students we have to update our self according to the need if the situation according to the needs of the learners according to the needs of the needs of our stakeholders, needs of the society so we must that is thee we must remain the students for our whole career.

For the life that means that is lifelong learning we must be a lifelong learners then must continue to learn and be seriously engage academics and research learning in here just learning is acquiring the knowledge beings come pleasant and sitting down in our drawing room or in our you know staff come under which is not just you know continue to learn against, but again we have to apply it so seriously be seriously engaging whatever we have learn we have to engage in the active you know.

Implications and application of that knowledge in our academic practices academic profession and again to you know to upgrade it to go beyond it we have to engage ourselves in research also

so continuous learning followed by engagement in different kinds of academic activities but the physical practice contains, content develop and etc. Again followed by the research so again from the research whatever input we will take it, we will again on the basis of that we will again we will try to find out some other pedagogy some other new innovative ideas some other issues or we must have a reality check.

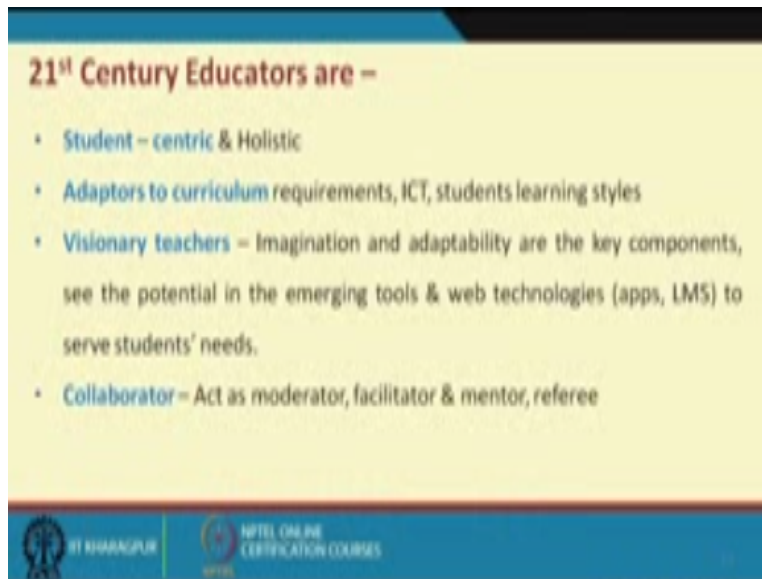
On what is going on what I am thinking of actually and what is actually on in the reality what is the gap, so what is the gap between you know expectations or expectations of the learner and expectations of the you know institutional hates administrators and my capability to deliver it so we have to always find out the gaps from the constant analysis that we thinking etc. So that is that must continue to learn this seriously engage in academics and all academic practices and again also.

As well engaged ourselves in research because research again gives us the input the continuous upgrades in a up gradation of the skills and competences, so skills you know what is the difference between skills and competence skills are you know you can say the basic level of and knowing certain things about perform certain things skills are you concern basic fundamentals and competence is that when you have a acquired the skills and you are now you flexibly intellectually intelligently using it.

And for different purposes was solving the different kinds of problems so that is why you build a intelligence with the skills so it becomes a competences, now your competent and now to flexibly use it for different purposes for different problem solving situation for different in different situation and so there is a competency and the capabilities are beyond capabilities, capabilities means you are enhancing stretching, your abilities to use in further in the system way in the future also.

So, that is the continuous competency and capabilities as well as different type of domain knowledge also, then relearn teaching and learning. Again learning is not just about new learning also or new practices or research but again learning or re learning, sometimes we have to earn, again new learning again learning and gives in the research, upgrading ourselves, that is why we should also be engaged in re learning from teaching by actually practicing teaching and learning the new things and reflected thinking so in this process we need learn unlearn relearn and we are gain invite some practices and again we try to implement it.

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So in that context 21st educate century educators are, so here through our professional development programs you know free service in service training programs and CPD's as well so we are also the 21st century educators are also oriented towards this change so now we have to understand that yes it is the today educational learning system is the more student centric hence they also prepare themselves to this students centric and holistic.

Okay holistic in a sense that we are not just focusing on our domain knowledge own discipliners so but we have to interrelate it with other disciplines as well other subjects as well so we must have a larger view we must have a larger view that is students are being the students and trick and they are having the holistic prospective of that disciplinary subject then adapters to the curriculum requirements as for the requirements of the age of the our educational.

You know national educational demands our countries requirement our society's requirement our stake holder's requirement we have to update our, to curriculums as because we need to update our course and syllabus curriculum etc... For you know for preparing our students for the job markets as well so we are also we have to be the quick adopters to curriculum requirements what present curriculum requires and again how to use the ICT, ICT for very aptly and very skillfully for our teaching and learning performances and we have to apprise our self or make ours self familiar with this student learning styles difference preferred styles.

So the 21st century educators are also adapted to this adapters where to the latest curriculum ICT use and students learning the again there are also to listener leaders that means they often engage themselves in the imagination of the further would be the further learning such need at this presence stage with the ICT exploration and open learning source of net results this is the situation this is the context.

The what would be the further education system so they are also the visionary teacher so they engage themselves in imagination and adaptability not only they adapt quickly adapt them self update themselves and very apt in using the latest technology and tools but often are engage in imagination and also visualize the further would be further learning model so imagination and adaptability of the key components and which are the potential in emerging and the potential in emerging the tools and wave technology.

So they also update them self in using the latest wave technology emerging tools like the different kinds of mobile apps LMS systems and learning management tools and you know different kinds of proctology in a pedagogical innovations like you know we are parting flip instruction and you know problem based learning all kinds of new pedagogical techniques emerging tools and the web technology also.

They use it very artily then collaborators so they are not so now a days the teachers role as been changes to be as change to be a facilitator a mentor you know a collaborator you know a guide to guide for the form motivating the learners for the self learning so the collaborator as a collaborator as a moderator as a facilitator as a referee you know as a mentor, so these are multiple roles that 25 century educators they play.

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- Risk Takers & Learners – Set new goals for tapping students' knowledge of technology, lifelong learners & stay up-to-date by absorbing new experiences
- Communicator
- Role model
- Educational leader
- <https://www.youtube.com/watch?v=XwKl9TdVccA>

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Often they are the risk takers and the learners because they also venture into the new sphere new error of you know designing the new pattern new curriculum new problems new assignments so this time the new goals for tapping the students knowledge so often they intentionally do it to tap the students current presence generation students knowledge of technology because they are very you know tech no so be very intelligent very creative so how to tap there potentials hoe to tap their talents.

So in order to tap the students knowledge there technology knowledge and their creativity their talent etc they also in often engage themselves I engage the learners by giving them very tough assignments problem based learning and to make them more creative more active thinker active learner and again help them in creating that you know interest and motivation for being a continues learners lifelong learners and stay up date by observing the new experiences so they of that means they motivate them to learn how to learn effectively how to stay on in the learning process how to sustain that learning process how sustain your learning and motivation etc...

They are very good communicators also they communicate all kinds of it is not just about the academic or content knowledge etc but they are today's educators they communicate all kind of information both personal emotional informal formal all kinds of information's starting from the general knowledge while used to the climate to the you know to the social changes to the you know global trains all kinds of them..

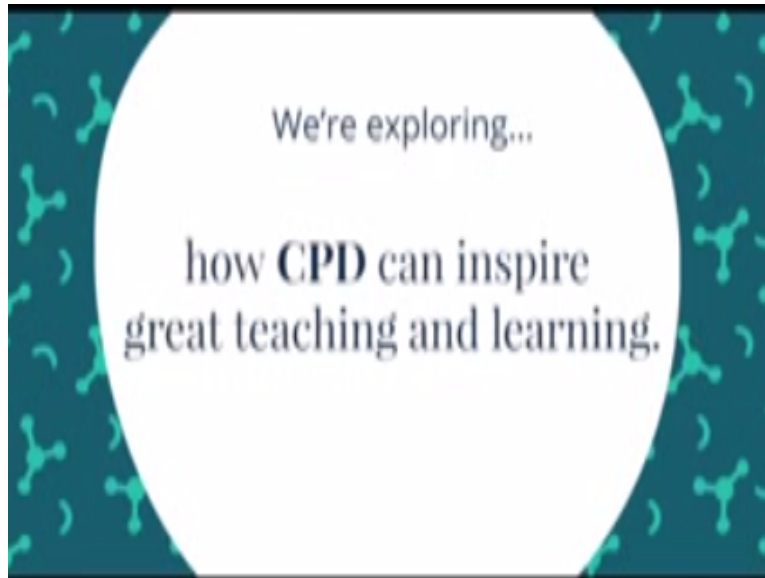
So they also often they should also and they often act as a role model to whom those to current generation learners a students and the fresher's and the young teachers they could identify. And to be an efficient and effective educated or the professional trainer, then they are the education educational leader in the own spear definitely they are the educational leader as because they are doing multiple task they are performing multiple things.

So they are actually performing behavior like a educational leader but here our focus is to hoe to enhance that capabilities how to enhance their you know job satisfaction how to enhance their motivation and you know how to because ion that way how they can work on sustainably for the you know for achieving the professional experience etc. now in this context we will just see the u tube on this professional development.

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These several of, the way of thinking about how we can have the impact.
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We want to have but alternately impact on make us smart.

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Continuing
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Development

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Development



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Thank you viewers.