Development of a model for the continuing professional development of teachers: a qualitative investigation

Hettiarachchige Done Asie Lalitha

University of Wollongong

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Development of a Model for the Continuing Professional Development of Teachers: A Qualitative Investigation

A thesis submitted in partial fulfillment of requirements for the award of the Degree of

Doctor of Education

By

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Post Graduate Diploma in Education (University of Colombo, Sri Lanka)
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Master of Philosophy (University of Colombo, Sri, Lanka)

Faculty of Education
University of Wollongong
2005
Dedication

To my parents and family
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List of Abbreviations

The following abbreviations are used in this study. Some drive from the organization as a context of the inquiry, others are determined by the researcher and some come from the literature.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
</tr>
<tr>
<td>CIDA</td>
<td>Canadian International Development Agency</td>
</tr>
<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>FG</td>
<td>Focus Group</td>
</tr>
<tr>
<td>LTBPD</td>
<td>Long Term Basis Professional Development</td>
</tr>
<tr>
<td>MEHE</td>
<td>Ministry of Education and Higher Education</td>
</tr>
<tr>
<td>NATE</td>
<td>National Authority of Teacher Education</td>
</tr>
<tr>
<td>NCOE</td>
<td>National College of Education</td>
</tr>
<tr>
<td>NCOE</td>
<td>National College of Education</td>
</tr>
<tr>
<td>NEL</td>
<td>National Education Commission</td>
</tr>
<tr>
<td>NIE</td>
<td>National Institute of Education</td>
</tr>
<tr>
<td>NIE</td>
<td>National Institute of Education</td>
</tr>
<tr>
<td>SAO</td>
<td>Senior Academic Officer</td>
</tr>
<tr>
<td>STBCPD</td>
<td>Short Term Basis Continuous Professional Development</td>
</tr>
<tr>
<td>TC</td>
<td>Teacher Centre</td>
</tr>
<tr>
<td>TETD</td>
<td>Teacher Education and Teacher Deployment</td>
</tr>
<tr>
<td>TETD</td>
<td>Teacher Education and Teacher Deployment</td>
</tr>
<tr>
<td>TSP</td>
<td>Training Session Participant</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Program</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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</table>
Abstract

This study reviews the current short term basis professional development of teachers in Sri Lanka. The status of the Sri Lankan program is reviewed in detail with a review of international literature. In this study, theories and principles which provide the basis for teacher development and effective teacher professional practices are used to formulate the theoretical framework. The teacher development models studied within this framework are reviewed in relation to the nature of the Sri Lankan model to identify the elements which would be useful for incorporation to improve the model of short term basis continuing professional development of teachers.

This study falls within the qualitative research paradigm. However, some simple quantitative analysis is included where the need was felt to highlight points of relevance.

The respondents in this study are teachers, principals, teacher educators, program developers and implementers. The sample studied included a review of the role of the teacher centres which are considered central to all short term basis continuing teacher development in Sri Lanka. The data gathering techniques include focus group meetings, individual interviews, observations, document review and field notes.

This study focuses primarily on the academic aspects of short term basis continuing professional development and not on administrative management aspects. Therefore, the sources for data collection were selected from sources of academic contribution. However, the data related to administrative and management aspect revealed by the academic staff were reviewed.

Short Term Basis Continuous Professional Development (STBCPD) is taking place outside the schools controlled by the teacher centres. The findings reveal that this system has considerable limitations as well as advantages. Owing to various factors, teacher development inside the school is also problematic and cannot be carried out
systematically within the school. It has become difficult to assess either teacher development or changes of the students’ performance that can be attributed to short term basis continuing teacher development practices as currently practiced. The study recommends an integrated model of short term basis continuing professional development integrating teacher centre and school-based practices, implementing adult learning principles and approaches and mechanisms to assess performance. Further, the integrated model provides for sustainable and appropriate coordination among the responsible stakeholders in the field of short term basis continuous development of teachers in Sri Lanka.
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