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

Hettiarachchige Done Asie Lalitha
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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

Hettiarachchige Done Asie Lalitha

Bachelor of Arts (Special) (University of Peradeniya, Sri Lanka)

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

Master of Education (University of Wollongong, Australia)

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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.

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

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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