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Development of a model for the  
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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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**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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# **Chapter One**

## **Introduction**

### **An Overview of the Chapter**

The study is mainly focused on the field of Short Term Basis Continuing Professional Development of Teachers (STBCPD) in Sri Lanka. The whole process of professional development was broadly examined to identify the specific characteristics of the existing model. New theoretical approaches and practices have been analysed from international sources, to identify what could be usefully incorporated into the Sri Lankan system to enhance the whole process for having an effective performance of the model of STBCPD of teachers.

Chapter One of the thesis gives an overview of the key areas that emphasise the importance of conducting research into STBCPD of teachers in Sri Lanka. This chapter describes the purpose, background and the significance of the study, research objectives, main research questions, limitations, definition of terms, and presents an outline of each of the subsequent chapters of the thesis.

### **Introduction**

In the current social climate, there is an increasing demand for competence among all groups of professionals. A commonly felt need for every professional is the ability to carry out his or her duties according to the highest possible standards of character and

competence. One essential way to meet this need for professionals is to engage in continuing learning.

The profession of teaching involves complex work in an increasingly complex and rapidly changing “knowledge society”. This complexity requires teachers to maintain the highest standards of professional practice to perform well. The complexity and rapid change highlight the fact that continuing development for both teachers and children is inherently important for moving into the knowledge society in an information era. As we raise our expectations for our children, we also expect teachers to learn more and do more. For children to learn more, their teachers must continually be learning more.

In a literate society, parents' expectation, irrespective of whether they live in urban or rural areas, or whether their income level is high, moderate or low or whether their level of education is high or low, is for their children to have the best educational opportunities available. In every sphere of life today there are high demands, high expectations and intense competition to achieve. Parents as well as students expect up-to-date professional input from teachers.

Throughout the history of education, the primary purpose of providing continuing professional development opportunities for teachers and other educators has been the enhancement of student achievement. Tomlinson (1997) describes teacher development as processes and practices designed to enhance the professional knowledge, skills and attitudes of teachers which would improve the learning of students. Villegas-Reimers and Reimers (2000) note improving teachers' knowledge, skills and dispositions through continuing professional development as a critical step in improving student learning. Emphasizing the importance of continuing professional development of teachers, the Annual Report of the National Institute of Education in Sri Lanka (NIE, 1997) has pointed out that learning throughout their career is essential for professionals in education to develop academic and professional competencies for higher standards and improved quality, and to be more accountable. Furthermore, the report indicates that continuing professional development enhances the ability to anticipate and prepare for change.

The professional development of teachers is at the forefront of the national education agenda in Sri Lanka and is focused on developing quality standards of teaching to improve student achievement to address the needs of the day. Under the new educational reforms implemented in 1998 teachers needed to be well trained in the latest teaching learning processes, having skills to meet the challenges of modern society and being capable of adapting reforms. Teachers cannot create and sustain the conditions for the productive development of children, which has been the aim of the new educational reforms, if teachers do not have opportunities to develop their competences to do so.

With a view to providing such opportunities, the government has taken initiatives in identifying the professional development needs of teachers, evaluating how these needs are met and has made a conscious effort for continuous improvement in knowledge, skills and attitudes of all teachers in the system. In Sri Lanka, STBCPD of teachers is a mechanism used to further the development of educational practices. According to the National Authority on Teacher Education (NATE) all continuing activities are designed to meet the ongoing professional needs for upgrading, retraining, broadening and refreshing of teachers (NATE, 1997).

## **The Purpose of the Study**

The purpose of this study is to examine the nature of the existing Short Term Basis Continuing Teacher Professional Development System and to suggest needed requirements for further improvement of the model. Therefore the study deeply investigates the current professional practices, principles, approaches, the supportive system in the schools and the existing coordination procedures of the key institutions, which are responsible for STBCPD of teachers, by answering the questions: What is the current situation? What is needed? What might be done?

The study does not envisage conducting a systematic evaluation of continuing professional development of teachers, because it is not intended to assess whether specific outcomes or effects of the system are being achieved. Evaluating the system objectives is not the intention of this study, since conducting an evaluation of improving learning among children is not the focus of this study. However, when collecting data for the above questions, information emerged from the interviewee responses that was related to achieving the outcomes of STBCPD of teachers. The researcher has attempted to make best use of all data to arrive at some conclusions and make recommendations for change.

The existing system of STBCPD of teachers arose from the perceived failure by the authorities of the earlier traditional short-term in-service teacher training. The new system was introduced to the teacher education field in 1998 as part of the implementation of the new educational reforms.

The policy documents related to the STBCPD have been approved and implementation authorised. Human and physical resources have been allocated to Teacher Centres (TC) in all educational zones in the country to provide opportunities for teachers aiming at their continuing development. The teacher education policy documents reflect a focus on teacher development outside the school rather than inside the school.

Teacher Educators have given attention to the STBCPD practices expecting that the practices can fulfill teachers' professional needs to empower them with the necessary competencies to facilitate the teaching learning process. Therefore, identifying the interests and concerns of beneficiaries of the field of STBCPD, the strengths and weaknesses of the existing situation and the possible enhancements of the model of the STBCPD are needs at the forefront for a researcher and a teacher educator with a keen interest in the field of continuing professional development of teachers in Sri Lanka.

Some assumptions here are to believe that involving teachers in professional development practices will enable them to fulfill their individual professional needs, maintaining a

supportive learning environment in their schools and that strengthened positive coordination among key stakeholders and sustained school-based monitoring and evaluation mechanisms are among major concerns and problems in the professional development of teachers in Sri Lanka.

## **Background to the Study**

The studies done by Siriwardhane (1994) and Perera (1997) have identified the failure of the earlier short-term in-service teacher training program, and proposed alternative suggestions to overcome the problems of the professional development of teachers. As a result, instead of having the traditional in-service training, the program called “Short Term Basis Continuing Professional Development of Teachers” (STBCPD) was introduced to the teacher education system.

The new system of training has been planned with a different approach compared to the earlier in-service training of teachers. Specifically some of the basic elements such as needs-based structure, relevance, linkages between needs, participant commitment, active engagement, balance of curriculum and pedagogy, KASP approach (Knowledge, Attitudes, Skills and Practice), activity-based methods and school executive support were been into account when planning the new system (TETD 1997).

The new system began in 1998 and continues to date. Until August 2001 the researcher worked in the new system as the project leader of the program at the NIE. The project team worked with eighty-four Teacher Centre coordinators who were assigned by the Ministry of Education to provide professional development opportunities to teachers. Also, school principals were directly involved on specific occasions with the NIE and TCs to organise professional development practices for teachers. Providing academic support is the responsibility of the project team at NIE under the new system. The task of assessing the impact of the new system of teacher development has been assigned to the NIE and the TCs under the Teacher Education Policy (Ministry of Education and Higher



Education, 1997). According to the policy, the NIE has a research focus approach to periodically collect information about the new system. Taking care of the administrative procedures and providing physical and human resources are the main responsibilities of the Ministry of Education (see Chapter Two).

It was documented in the Teacher Education Policy (MEHE, 1997) that TCs should have a coordination with school principals who are in the catchment areas. Therefore a professional relationship between the TCs and schools is assumed to exist. Furthermore, it was stated that the NIE could contact principals occasionally, if necessary, especially for the purpose of obtaining reflection for further development of the professional development practice.

According to the Teacher Education Service Minute, Ministry of Education, 1997 professional practices should be based on teacher professional needs, which have been identified through the principals. Furthermore it was noted that selecting the urgent professional needs and providing practices for teachers are main tasks of the TCs in receiving academic support from the NIE. As well, it shows that assistance to TCs for developing professional practices, training of teacher educators, providing educational consultancy and conducting research are the responsibilities of the NIE in this context.

When the new educational reforms were implemented in the country in 1998, STBCPD of teachers was considered to be a demanding and challenging issue for teacher development. Against this background, an investigation into the area of STBCPD can be viewed as an appropriate step to enhance the quality of the new system.

A variety of issues such as sustainability of continuing professional development practices of teachers, approaches of the practices, coordination of the responsible authorities, impact of the practices, adequacy of the support system for STBCPD of teachers and relevancy and frequencies of the practices, ought to be examined, in the light of current theoretical understandings. Investigation of the new system of the STBCPD is therefore, considered a “heated” issue for the NIE as a key institution with academic

responsibility for the STBCPD of teachers. In this context, this study is intended to contribute new approached and theoretical frameworks for the improvement of the existing model of the STBCPD of teachers.

## **The Significance of the Study**

A study of this nature, which aims at enhancement of the existing model of STBCPD, needs first-hand information from a representative group of stakeholders whose interests and concerns are central. Also, it is necessary to probe deeply into issues beyond what is superficially observed and readily revealed in the data collection. This study is based on information gathered through the position held by the principal researcher.

As the project leader, the principal researcher has collected data in relation to the current practices of STBCPD of teachers through meetings held with the selected samples of principals and teachers. In addition, data were collected from the TC coordinators through the quarterly review meetings. At these meetings the researcher had the opportunity to discuss numerous implications of issues related to the STBCPD of teachers.

In addition, during the period from January 1998 to August 2001, the researcher and the project team had opportunities to attend and observe the professional practices of teachers and gain awareness of how the practices were implemented, what were the principles and methodologies incorporated within the process, and how teachers engage with these practices.

The main motivation the researcher had in pursuing deciding to pursue the study was based on three factors. The first was the interest stemming from the apparent need for sustainability of STBCPD of teachers. The second, arising from the researcher's years of working experience in the field of teacher professional development was the belief that concerns about the procedures, content and approaches to professional practices and

relationships among the responsible key stakeholders need to be systematically explored. The third factor is that an in-depth study related to the newly implemented STBCPD program has not been conducted by the NIE or any other teacher education institution in Sri Lanka. Therefore, the researcher believed that it was time to examine the existing situation to enhance and improve the model for future application.

This study explores teacher professional development needs and in-service approaches from both theoretical and practical perspectives. It is expected that the results of this study will be of practical value in the design of STBCPD practices for the in-service education of teachers in Sri Lanka. It will define the current practices and identify the problems in the field. Furthermore, the findings will be important for policy makers to take necessary steps in the promotion of STBCPD of teachers.

Since 1999, there has been no study to examine the effectiveness or identify the changes which have happened in the teaching-learning process as the result of the new system of STBCPD of teachers. It has been felt by teacher educators and researchers of teacher education, however, that suitable practices, learning principles and approaches to professional practices of teachers need to be investigated to assess the effects and impact of the practices and to take necessary action to improve the quality of current practices. Therefore, it is essential to conduct a study, based on a theoretical framework to examine the model of STBCPD of teachers as a basis for considering necessary alternatives for the improvement of future practices before further expanding the field. The findings and suggestions from a study on the existing STBCPD practices implemented through 1998 – 2003 as the first stage, have the potential to be highly influential, before moving to the second stage of the STBCPD field of teachers. Such a study would also lead to deepening the understanding and the applicability of the theory and cast light upon the practices and the relevance of those practices to the guidance offered by the theory.

## **Research Objectives**

The research was designed to achieve the following objectives:

- To investigate teachers' perceptions of STBCPD and identify the main characteristics of existing practices.
- To analyse the theoretical rationale for the STBCPD of teachers.
- To examine the support system available for STBCPD of teachers.
- To analyse the contribution and the responsibilities of the stakeholders for providing opportunities for teachers' STBCPD.
- To make suggestions to improve the existing model of the STBCPD of teachers.

## **Main Research Questions**

The following research questions were formulated to gather information related to the above objectives:

- What is the current nature of Short Term Basis Continuing Professional Development (STBCPD) of teachers as implemented in Sri Lanka?
- To what extent do the STBCPD practices in Sri Lanka reflect the principles of effective professional development?
- In what ways and to what extent are the roles and responsibilities of the groups involved in STBCPD meeting the perceived needs of teachers?
- What strategies would be required and what elements could be incorporated to further develop the existing Sri Lankan Model of the STBCPD of teachers?

This study is organised around answering these questions. The researcher believes that answers to the research questions are obtainable and all relevant information sources can be accessed and explored. This investigation is linked to the researcher's working experiences as a chief project officer at the NIE. This particular background encouraged the researcher to pursue these research questions.

## **Research Design**

The questions framed are well suited to the qualitative research paradigm. This research incorporated some elements of grounded theory. Grounded theory is a qualitative methodology for developing theory that is grounded in data systematically gathered and analysed. Strauss and Corbin (1990) postulate grounded theory as a technique which can be used to develop a theory and to ground the theory in the data which supports it. Grounded theory starts with a set of experiences to be explored. It begins with general research questions in a research situation within which the task of the researcher is to understand what is happening there and how the players perform their roles. One of the advantages of using elements of grounded theory is that it allows the researcher close access to a particular phenomenon in its natural setting. In addition, simple methods of quantitative data analysis have been incorporated with predominantly qualitative methods. Given the nature of the research focus here the use of this approach in this research is viewed as appropriate.

In particular, the study examines the whole process of STBCPD of teachers at the school level and the TC level to answer questions in relation to the current professional development experiences of teachers. The result of this study should be the development of recommendations for an improved version of the existing model of STBCPD of teachers in Sri Lanka.

This study, in relation to the features of a qualitative research approach, utilises data collection methods of focus group meetings, individual interviews, observations, journal writing and documentation reviews. The focus group meetings with teachers, individual interviews with principals and other focus group meetings with team members, program developers, teacher educators, centre coordinators and instructors were audio-taped and the training activities were video-taped. Focus group meetings, interviews and observation data were transcribed and transcriptions were coded and categorised.

## **Limitations**

The methodology covered a limited sample of schools, teachers, principals, program developers, teacher educators and instructors. Also, the sample was limited to one TC and one educational zone. There are 84 TCs in 84 educational zones countrywide and the findings have not been generalised to all TCs or indeed to all schools. The outcomes are primarily concerned with the site which was selected for the study. However, the findings have provided insights into general principles of practicable, relevant and effective practices of STBCPD of teachers, given that all TCs follow the same national program.

## **Contribution to the Field**

This study contributes to the field of the STBCPD of teachers by analysing the match between existing conditions of STBCPD field and desired outcomes. The study seeks to determine the professional practices and the principles and approaches which are most suitable and effective for the professional growth of teachers. It clearly shows what type of relationship promotes the sustainability as well as the effectiveness and efficiency of the STBCPD of teachers. Furthermore, it will contribute to deepening the understanding of the support system which should be in the schools to produce learning opportunities, not only for students, but also for teachers to continue their professional development.

The recommendations of the study are expected to enable the professional practice to be more effective in a more complex and competitive environment. Ultimately, all these contributions will influence the development of the existing model of STBCPD of teachers in Sri Lanka.

## **Definition of Terms**

**Initial Teacher Development program** – Program of long-term duration comprising general, professional and academic components, the three major components needed to be a qualified trained teacher.

**Continuing Teacher Development** – Change in the development of a teacher from initial training to retirement engaging in various practices, following courses of study and taking part in programs for the enhancement of the profession.

**Long Term Basis Continuous Development Practices** – Programs of long duration, full time or part time or conducted during week-ends, as courses: programs leading to a degree, a certificate or a diploma.

**Short Term Basis Continuous Development Practices** – Practices undertaken parallel to normal day-to-day work, with one to five-day duration programs mostly on weekdays, week-ends and holidays.

**Centre-Coordinator** – The person who is in charge of the Teacher Centre, selected the experienced teacher educators.

**Teacher Educators** – Teachers experienced in teaching and teacher training working at the TC, NIE and other teacher education institutions including those at the National Colleges of Education which provide the bulk of initial teacher education. All instructors, Teacher Centre coordinators, full-time and part-time tutors, lecturers, Chief project officers, project officers and senior academic officers come under the umbrella term of “Teacher Educator”.

**Program Developers** – Project officers, Chief project officers, and other senior academic officers at the National Institute of Education (NIE), working as program developers who develop programs for in-service as well as pre-service teacher development.

## **Organisational Structure of the Thesis**

Chapter One has described the general background issues that stimulated the interest into this research and has outlined some of the questions that guided the study. Key elements and background on the education system in Sri Lanka are briefly provided in Chapter Two. The literature review is set in Chapter Three, including definitions of continuing professional development, the models that research has shown of functional use in developed countries like Australia, United States, Canada and United Kingdom. Chapter Four is a detailed description of the research design and how answers to the research questions in this study were obtained. Chapter Five reports the focus group meetings, interviews and observation data and a synthesis of the findings from all the data instruments. In Chapter Six, issues that were raised by participants in this study are compared with data from the literature with a view to providing a basis for further developing the existing model for STBCPD of teachers in Sri Lanka and a recommended new model is introduced. Furthermore recommendations and strategies are also put forward and suggestions for further research.



## **Chapter Two**

# **Education in Sri Lanka**

### **Overview**

This chapter presents a description of the general education system of Sri Lanka with a major focus on current education reforms. A detailed description of teacher education, the institutes providing teacher education and their roles are presented as a profile since this research addresses a component of teacher education in Sri Lanka. As a starting point for the chapter, the basic information about the country such as geographic location, population, ethnic and religious composition, economic and social statuses and its administrative structure are presented before presenting the educational profile.

### **The Country**

Sri Lanka is an independent nation in the Indian Ocean located close to the southern tip of India. The country has a population of 18 million people. According to the 2002 Census Report, the ethnic composition is 74 % Sinhalese, 12.6% Sri Lanka Tamils, 5.5% Indian Tamils, 7.1% Muslims and 0.8% Malay and Burghers. About 70% of the people are Buddhists. Among the other religious groups are Hindu 15.5%, Islam 7.6%, and Christian 7.6% (Census Report, 2002). Three-fourths of the population speak Sinhala Language. The other languages spoken are Tamil and English. Both Sinhala and Tamil are official languages. English is used as a second language throughout the island.

The country's social development is reflected in the attractive social indicators with high rates of literacy and life expectancy which are higher than many developing counties of

the region (Central Bank Report, 2003). The country was under foreign rule from 1505, under Portuguese (1505-1656), Dutch (1656-1795) and British (1795-1948) (Mendis, 1999). For nearly two decades, the country has been involved in civil strife between the majority Sinhalese government and a Tamil guerilla movement known as the Liberation Tigers of Tamil Eelam (LTTE) fighting for a separate Tamil state in the Northeast. The war has severely damaged the education, economy, and infrastructure of the country (UNICEF, 2000). However, the two sides are currently engaged in a peace process.

The country is divided into nine provinces consisting of 25 administrative districts. The North and East provinces are amalgamated for administrative purposes due to the civil conflict situation in the country. Basically Sri Lanka is an agricultural country and the national economy has been heavily dependent upon agricultural exports. At present non-traditional exports such as textiles and apparel have become the main sources of export income. Sri Jayawardhanapura, Kotte is the capital city of Sri Lanka. Colombo, the former capital is the major industrial and commercial centre.

## **Education in Sri Lanka**

The present educational system of Sri Lanka derives from the British educational system that was introduced by the British colonial administrations in the 19<sup>th</sup> century. In total, there are 9826 government schools (MEHE, 2002) and several non-government schools such as private schools managed by Christian missions, Pirivenas (Buddhist education institutes) managed by Buddhist organisations and International schools managed in the private sector. The government schools are categorised into four types in terms of the number of grades and streams of study as shown in Figure 1.

**Figure 2.1 Type of the Schools (MEHE, 2002)**

There is another category of government school known as “National Schools” which are mainly 1AB schools promoted and controlled by the Ministry of Education as against the other state schools, which are under the control of the Provinces.

Around 4.2 million children are enrolled in schools. Sri Lanka follows a 5+4+2+2 pattern of education; that is, five years of primary education, followed by four years each of junior secondary and senior secondary and two years at collegiate level. This information is clearly shown in the Figure 2.2 given below.

The Levels and Years of Education in the School System			
A	Primary Education	Grades 1 – 5	5 Years
B	Junior Secondary Education	Grades 6 – 9	4 years
C	Senior Secondary Education	Grades 10 – 11	2 years
D	Advance Level Education (Collegiate level)	Grades 12 – 13	2 years

**Figure 2.2 School System**

The first three levels comprising Grades 1 – 11 are offered free to all children, with access for all, as part of the policy of 11 years of schooling.

As Sri Lanka provides free education from primary up to university levels, most of the population is educated and literate in their mother tongue. Before 2001, government schools did not offer instruction in English medium and it had been limited to Sinhala and Tamil mediums. Presently, all segments of the student population, primary, junior and senior secondary, have an opportunity to learn in English medium according their choice and ability. Therefore, Sinhala, Tamil and English media of instruction are available at the school level and free textbooks and uniforms are provided to all students. The country follows a national curriculum for general education.

Sri Lanka has attained an estimated 94.1% percent literacy rate and 91.1% percent enrolment rates (MEHE, 2002). For many years, the government policy has been to bring all private and assisted schools under government control, providing free mid-day meals, subsidised transport, free text books, free uniforms and financial assistance through scholarships at various levels. This has been a contentious issue politically and the situation could change in the future.

This education system is shaped after the British Educational System in that students sit for an external examination (General Certificate of Education, Ordinary Level) upon completion of Year 11 and General Certificate of Education, Advanced Level upon completion of upper secondary education in Years 12 and 13. The General Certificate of Education Advance Level is the general admission requirement for all students who wish to continue to higher education. For students who do not wish to continue to university education, a system of national certificates and diplomas is offered in a variety of technical levels and vocational fields.

## **The Educational Reform**

Although Sri Lanka has a literacy rate of over 90% as a result of free education, according to the National Education Commission Report (NEC, 1997), the existing education system was unable to produce higher standard professionals than it had produced during the early decades of Independence. The NEC identified serious shortcomings at every level of the education system. For instance:

Approximately 14% of children in the compulsory school - going age (5-14 Years) do not attend school. Recent studies show that only about a fifth of grade five children attain mastery levels in writing and even less in mathematics and health. At GCE Ordinary Level in 1995, the failure rate in all subjects was one in ten. At GCE Advanced Level, one in eleven failed in all four subjects offered (NEC, 1997:1).

This shows that the education system in the country was unable to produce pupils with knowledge and understanding, skills and attitudes adequate for successful living. Sri Lanka was said to be lacking in creativity, initiative, discipline, respect and tolerance for other people and other cultures (NEC, 1997). In summary, the NEC emphasised that non-participation rates, public demand, school dropout, unemployment and poor performance at the examinations were indicative of the need for reforms.

The most significant development in the field of education was the island-wide implementation of education reforms in 1998 (General Education Reforms, 1997). These reforms were meant to minimise the gap between educational attainment and labour market requirements by improving the quality of education, ensuring equity in resource allocation, and providing adequate input and infrastructure facilities. During the year, the curricula and methodology of teaching were completely revised in the primary and junior secondary stages. The major objectives for introducing reforms in general education are:

- To introduce a viable system of education which will facilitate development of basic competencies in the child and ultimately contribute to character building, nation building, development of general competencies and specific capabilities; and
- To address the key issues and problems in the existing system of education.

The proposals for reform at all levels of education are broadly grouped under five main areas. These are; extending educational opportunity, improvement of quality of education; imparting technical and practical skills through education; professionalism of teachers; and management of education and resource provision. (MEHE, 1997).

Development of child-centred and activity-based curriculum, development of essential as well as desirable competencies during the key stages, training of teachers to implement the revised curriculum, provision of adequate facilities and materials to all schools and establishment of an equal opportunity network throughout the country are the key features which are expected to be evident in schools after implementing the new reforms.

A special effort is being made to improve English language skills for all as it is realised that a better knowledge of English increases and improves employment opportunities and facilitates communication with the outside world. The program of English language teaching will be upgraded to provide opportunities for pupils island-wide to have equal access to English learning for comprehension and communication. The new curriculum was introduced in 1998 as a pilot project in one district, and introduced to the whole country during 1999.

## **Teacher Education**

Teacher education is provided at Teacher Training Colleges, National Colleges of Education, the National Institute of Education (NIE), Faculties of Education in the Universities, the Open University of Sri Lanka and the Teacher Centres. University graduates, graduates of the colleges of education and GCE A-level qualified students are eligible to apply for the teaching profession.

Similar to other countries, Sri Lanka also has two major components of teacher education, pre-service (initial) and in-service (continuing) teacher education. Initial teacher education is being provided as pre-service as well through in-service programs for teachers. The National Colleges of Education are institutions which provide pre - service teacher education for high school graduates who expect to be teachers. Faculties of Education in the Universities provide Bachelor of Education programs for undergraduate students who expect to be graduate teachers.

As a result of the expansion of the school system in Sri Lanka, there arose a demand to increase the numbers in the teaching cadre. To cater for this demand untrained teachers were recruited to the teaching service (MEHE, 1985). Therefore Teachers Colleges, Universities, the Open University and the National Institute of Education now also provides initial teacher training programs for teachers who are in- service. Because of

having limited resources in teacher's colleges and universities, their annual intakes were limited. Thereby as an alternative agreement of providing initial training for untrained teachers who are in service, as the quickest and at the same time most economical way to meet this need, distance teacher training approaches have been used since 1984 (Amaragunasekara, 1995:33).

It was clear that there was an actual problem in Sri Lanka in 1984; that out of total of over 190,000 teachers in-service, about 35,000 were untrained (MEHE, 1985:7). This large backlog of untrained teachers obviously could not be cleared through the teachers' colleges, nor was it possible for the teachers' colleges to cope with such large numbers. Therefore the distance mode was utilised as an alternative method for training of untrained in-service teachers. Because of the major characteristics of the program it was called "initial teacher training for in service teachers through distance mode". Twenty-five distance education regional centres were established in 1984 throughout the island. The distance teacher education course has to be followed mainly through the study of modules, supplemented by other support activities. As result of providing initial teacher training in distance mode the aforementioned problem of untrained teachers in schools, especially in primary grades, was almost solved by 2002 (MEHE, 2002). However, 1457 untrained teachers still remain in schools. This cohort currently follows the program at the distance centres.

The teachers who complete the two-year distance teacher-training program are being rewarded with certification as trained teachers. Teachers who have experience as trained teachers or who have teaching diplomas from the National Colleges of Education can apply for the Bachelor of Education program in the NIE or the Open University. In addition, graduates, who have only first degree qualifications in various subject fields, are expected to undergo the Post-Graduate Diploma in Education to have their initial training in the University, Open University or in the NIE to be a graduate trained teacher. In the Sri Lankan context, these training programs belong to the area of "in-service initial teacher training" since teachers follow the training programs after receiving their appointments. The term "Long Term Basis Professional Development" is now being used

for these programs. Furthermore various diploma programs are being implemented for teachers by the NIE of long-term duration to fulfill the professional development needs of teachers.

In addition, teachers are involved in practices continuously, along with their teaching activities called “Short Term Basis Continuing Professional Development” (STBCPD). Teacher Centres provide STBCPD training opportunities for one to five days to refresh or update teachers’ educational practices and to get awareness of current trends, issues and changes in the teaching-learning process. Before 1999, these training opportunities were well known as traditional in-service programs and the provincial education authorities were the institutions responsible for planning, organising, implementing and evaluating them. However, under the new educational reforms, TCs have been established in all educational zones and given responsibility for the authority of the program of STBCPD. It is the STBCPD program that is the main focus for this thesis.

### **Short Term Basis Continuing Professional Development (STBCPD) of Teachers**

Continuing professional development of teachers was once a minor issue in the Sri Lankan teacher educational system. Because of the low-risk career situation, teachers depended solely on their pre-service education and traditional in-service education to enrich them in their occupation, rather than expecting to undertake continued learning or development programs. As Meththananda (2001) states, in the early stages of Sri Lanka public education, continuing professional development of teachers played a minimal role in the life of the school system. Also, failure to provide facilities and opportunities for professional growth of teachers resulted in diminished quality of teaching in general education in Sri Lanka. He further indicates that ineffectiveness of the in-service teacher development process was a major reason for having low quality teaching-learning process in the general education system.



Although short-term in-service teacher development has shortcomings, it has a long history in Sri Lanka. Such programs have been planned and conducted through all regional education departments and related to the prevailing curriculum. Particularly, when some changes occurred in the curriculum and there was a need to instruct teachers about the changes, in-service instructors conducted sessions to provide this instruction. Frequently, the lecturing method which was called the traditional delivery mode or chalk-and-talk method was used. Sometimes only the talk method was used for implementing short-term in-service training sessions.

Also, the programs were more oriented towards transmitting the knowledge from instructors to teachers and catering for system needs. Most of the time the program was located in a national school, since a permanent place had not been established for in-service training of teachers. As a result, concerns about the quality of teacher improvement and the importance of continuing professional development of teachers have received much more attention in the educational reform movement, which has recently driven the entire national educational agenda. Thus, a program that would quickly improve teacher training and foster continuing professional development of teachers became the first concern in the field of teacher development in Sri Lanka. The teachers' needs for opportunities for continuing development, that would help them stay up to date and meet their individual learning needs without requiring a lot of time away from their classrooms and students, were identified from the needs survey conducted by Perera (1997).

Following identification of the key reasons for the failure of the earlier short-term in-service training, the program developers, centre coordinators, and the instructors were guided to utilise other teaching-learning methods, such as activity-based learning, co-operative learning, simulations, project-based learning, field-based learning and research-focused learning in place of the traditional lecturing method. All practices have focused on teachers as learners, as they are expected to engage in active participation (NATE, 1997).

In relation to the Sri Lankan context, NATE (1997) documented that continuing development of teachers is concerned with creating conditions favourable to professional growth rather than preparing teachers to teach in pre-determined ways. The STBCPD therefore focuses its attention not on *equipping* procedure but on an *enabling* procedure which includes attention to both practical and pedagogical theory in developing a teacher's ability to perform competently by creating a learner-centred culture for students. To promote Short Term Basis Continuing Professional Development practices of teachers, eighty-four Teacher Centres were initially established throughout the country when the new educational reforms were implemented in Sri Lanka in 1998.

## **Administrative Structure**

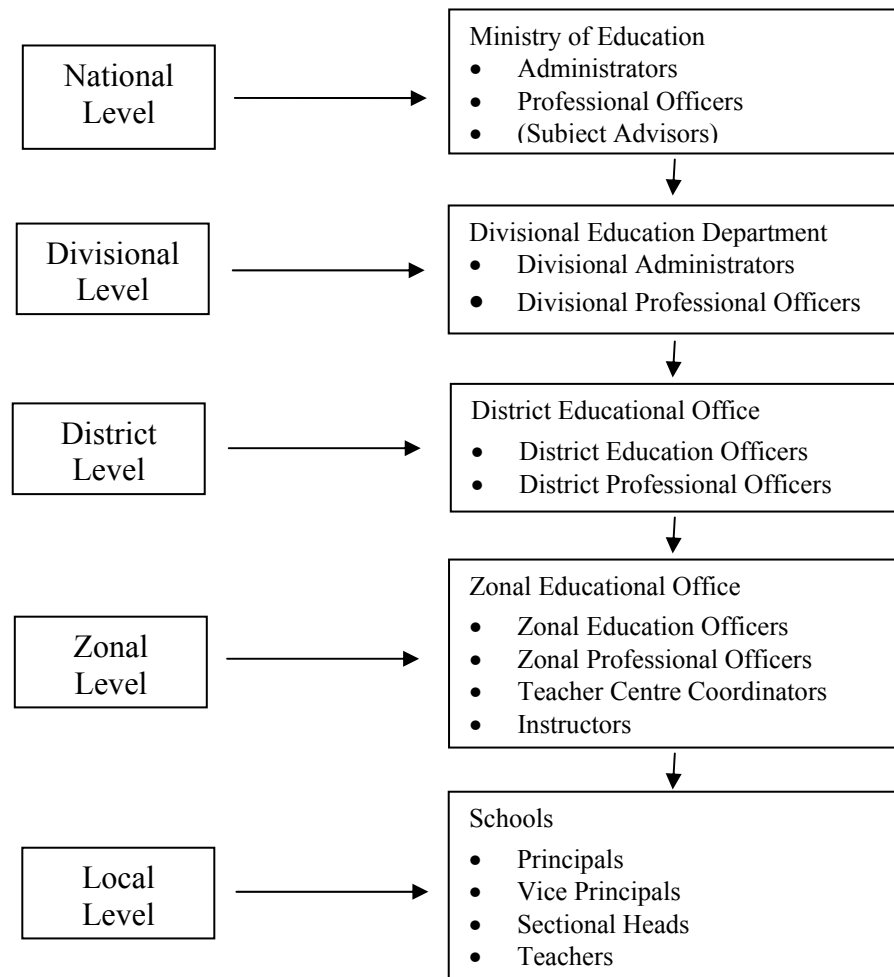
The Ministry of Education, Cultural Affairs and Information has jurisdiction over primary and secondary education. It is the responsibility of the Ministry to ensure policy planning, policy formulation, policy dissemination, goal setting, policy monitoring and evaluation and resource allocation. The Ministry of Higher Education has direct control over tertiary education in Sri Lanka.

Sri Lanka is divided into 30 educational regions, each with a director to manage primary and secondary education. Within the each region there are divisional offices of education that assist in the overall management of the educational system at the local level. Education in Sri Lanka is entirely government-controlled and funded. Nevertheless, the system is also dependent on foreign assistance, such as UNESCO, World Bank, Commonwealth of Learning, EU and many others.

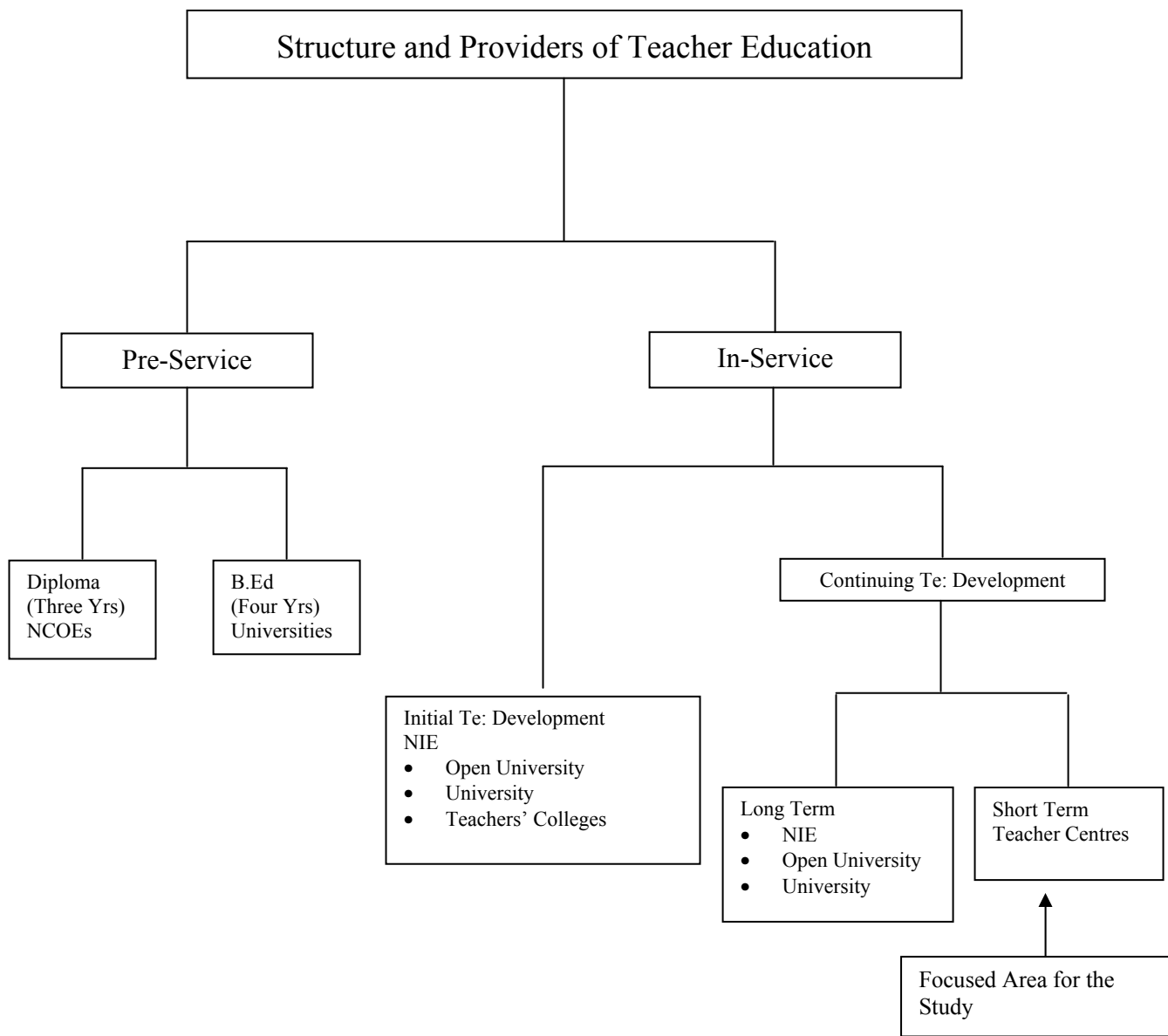
At the national level, the Minister of Education has administrative and professional staff who make important decisions on the education system. Decisions made at national level are passed on to divisional officers who represent the Minister at the regional level. Sri Lanka's nine administrative regions are North, Western, Central, North East, North Central, Southern, Uva, Wayamba and Sabaragamuwa. There are twenty-five

administrative districts and district level decisions are directed to a district education director who represents the Ministry in the district.

The twenty-five districts have been further divided into eighty-four educational zones. At each zone there is a director of education and he/she is charged with the responsibility of enforcing the Ministry's education policies. In each zone, a Teacher Centre has been established. At the local level, decisions are passed to the school principals who are both administrators and professional leaders. According to the school census report (2002) there are 9829 schools functioning and 191,322 teachers serving in the school system in Sri Lanka. Currently, all teachers have completed their initial training except 1457 un-certificated teachers who are following initial training in distance mode (Census Report, 2002).



**Figure 2.3 Administrative Structure**



**Figure 2.4 Providers and Provision for Teacher Education**

## **Universities and the Open University**

Thirteen national universities and one Open University are the main higher education institutions in Sri Lanka. There are twenty-five sub-institutions of the Open University in each administrative district. Only the universities and the Open University have education faculties which provide long-term basis teacher development programs, both in-service and pre-service. Students who enter into one of these universities can do the course of Bachelor of Education as full-time students. It is of four years' duration, including a three-year theoretical component and one-year practicum component. In addition, these universities provide postgraduate diplomas in education, and masters and doctoral programs in education for graduate teachers. It is very difficult to get a place in university to follow a teaching course since all universities have limited resources. The University Grants Commission (UGC) has wide powers over university education in Sri Lanka.

## **Teachers' Colleges**

Sri Lanka has fourteen teachers' colleges to provide initial training for teachers who are in schools without having a qualification as trained teachers. These colleges conduct two-year certificate courses for unqualified teachers who teach in primary and secondary classes. This is a full-time residential program. Based on the field from which teachers have been recruited, they can get involved in training to master their field. All teachers' colleges provide all programs including theory and practice related to the primary and secondary education at the school level. As soon as teachers have been recruited as non-certificated teachers they are provided initial training to be trained certificated teachers. However, intakes are limited because of inadequacy of human and physical resources in teachers' colleges. After successful completion of the program, teachers are recognised as "trained teachers".

## **National Colleges of Education**

There are seventeen National Colleges of Education (NCOEs) in the country. The mission of the National Colleges of Education is to provide to the school system teachers who are professionally competent and committed to fulfilling education policy objectives and possessing the efficiency, enthusiasm and innovativeness necessary to face the future challenges including that of the global society. They provide a National Diploma of Teaching to those who successfully complete the three-year pre-service course.

Normally, teacher trainees are aged between 19 and 22 when they enter the colleges. This is a fulltime residential program. A two-year theoretical component and one-year teaching practicum component are included as major areas of the course. The colleges are mandated to train diploma teachers for primary and secondary schools. Presently, there is a big demand for entry into the NCOEs since all the colleges have been well established and equipped with all human and physical resources and have a good reputation for courses they provide to teacher trainees. The facilities which are not available in the teachers' colleges are mostly available in the National Colleges of Education because the World Bank consultants who currently are involved in the field of teacher education in Sri Lanka have given priority to pre-service teacher training rather than the in-service initial training.

## **Teacher Centres**

The main objectives of the Teacher Centres are to provide opportunities for all teachers who have completed their initial teacher training to be involved in training activities for continuing development of their profession. Generally, the Teacher Centres are serving as centres for in-service STBCPD. The training programs are being conducted for broadening, upgrading, re-training, refreshing of teachers' competencies. These programs

are designed to meet the ongoing needs of professionally qualified teachers in service (NATE, 1997).

All the 84 Teacher Centres get equal support and remuneration from the World Bank funds. The support is decentralised through the Ministry of Education and the other regional education departments. The administrative structure is organised to provide support to STBCPD programs conducted outside schools which are decentralised around the TC. The Zonal Ministry takes management responsibility of these programs and the National Institute of Education provides the academic support to the TC, which in turn provides such support for STBCPD of teachers (Teacher Centre Handbook, 1998).

The TCs have a fairly large training area, new technological equipment, library facilities, audio and video facilities (Teacher Centre Handbook:28).

Human and physical resources have been established at the TCs by the Ministry of Education from the World Bank funds and the Ministry of Education approves a separate budget for TCs every year. According to the Teacher Education Policy (1997) TCs should have academic relationships and continuing coordination with the NIE and the schools. All TCs are kept open Monday through Friday from 9.00am to 5.00pm. for teachers and for teacher educators as well. In relation to centre work, monthly review meetings for centre coordinators are conducted at the NIE to review and give feedback for the development of future teacher education practices. The planned program for the following month is discussed at each meeting and changes are made as necessary. Usually, the duration of training sessions is limited to a few days. Most of them are one- or two-day training sessions. Some training sessions were planned to be conducted as a series of three- or four-day programs in residential or non-residential modes (Teacher Centre Handbook, 1998).

All TC coordinators are expected to participate in monthly meetings at the NIE. Sometimes they are asked to participate with another instructor at the centre. The meetings are planned to commence as a training workshop including specific academic

activities in addition to the general administrative tasks. According to the Teacher Education Policy Document (MEHE, 1997), TC and schools have to maintain a close relationship and work together to provide maximum opportunities to teachers for their career development which in turn influences better achievement of students. As it appears in the Teacher Centre's Handbook (1998) TCs are considered "Teacher Centres for teachers". Teachers are expected to make use of the physical and human resources for their professional development practices. Moreover, the TC has responsibilities to work with principals, teachers and other teacher educators to provide professional development opportunities. The Teacher Service Minutes (MEHE, 1998) show that a teacher promotion scheme has been approved and circularised by the Education Ministry to encourage and motivate teachers to continue their professional development.

## **The National Institute of Education**

The National Institute of Education was established to provide academic expertise, counsel and training in all aspects of education and related disciplines. The vision statement that guided the activities of the NIE was, "to be a strong and dynamic education institution providing quality education services". (NIE, 1985: 3).

The main tasks of the NIE are to:

- Advise the Minister of Education on development of education in Sri Lanka;
- Provide and promote postgraduate education in several specialties of education and promote studies on the education system including its performance, goals, structures, content and methodology and on the social economic and other aspects of education;
- Initiate and promote innovative practices in the education system;
- Provide for the development of professional and managerial competence of personnel in the education system; and



- Carry out education development programs approved by the Ministry of Education; (National Institute of Education, 1985:3)

The National Institute of Education (NIE) has the overall responsibility for curriculum design and development, preparation of syllabi, teachers' guides and textbooks. A council empowered to take all policy and high-level administrative decisions on matters coming under its purview governs the NIE.

The NIE, established for the expressed purpose of developing the education system of Sri Lanka, has been empowered to initiate, promote, conduct and co-ordinate research surveys and investigation. NIE conducts research leading to educational practices on a system-wide basis. It promotes dialogues on current issues, provides consultancy to the Ministry of Education and conducts relevant research in the field of education. The NIE seeks to improve quality education in the country through providing educational development services and opportunities to all relevant stakeholders.

## **The Researcher**

The researcher presently has a permanent position as a Chief Project Officer at the Professional Development Centre in the NIE. The researcher's experience since 1976, will be indicated in Chapter Four. Her initial interest in undertaking this study stemmed from her previous working experience at the Continuing Professional Development Project in the NIE as a Chief Project Officer. The researcher was involved in the project from the initial stage of its implementation. During her years of involvement, the researcher received suggestions from various sources to undertake a study of this type and contribute to the development of the STBCPD program. This stimulated the researcher's determination to undertake this study.

## **Summary**

This chapter presented a brief introduction to the country, its geographic location, population, ethnic and religious composition, economic and social characteristics and its administrative structure. The chapter presented a description of the general education system of Sri Lanka with a focus on current education reforms. Detailed descriptions of Sri Lankan teacher education, the institutes providing teacher education and their roles were presented since this research addresses an important issue of teacher education in Sri Lanka. A brief note on the researcher and the research interest completed the chapter.

## **Chapter Three**

### **Literature Review**

#### **Overview of the Chapter**

This chapter reviews national and international literature relevant to the subject area of this research into teachers' professional development. First, the literature on the concept of Continuing Professional Development of teachers is reviewed with a critical investigation of the different aspects of professional development as commonly interpreted. In order to focus on the key questions of the study, an attempt was made to review the literature on the characteristics of effective professional development with special focus on a variety of models of continuing professional development (CPD) of teachers to determine which model is considered to be most effective in influencing the development of teachers' continuous learning.

The concept of 'teachers are adult learners' forms an underlying starting point for this research. Therefore, the questions as to how adult learners best learn, under which conditions outside and inside the school, are addressed and the relevance of the hierarchical human needs to professional development needs of teachers are examined to form the theoretical foundation of the study. This review also elaborates on the concept of human development, which is the underpinning philosophy of the study. Furthermore, this chapter reviews literature relevant to how professional change in teachers has an influence on social change, what learning environments best promote continuing learning, and how the leadership role could enhance teacher proficiency needed in schools.

## **Definitions of Continuing Professional Development**

Many definitions of continuing professional development are found in the literature on teachers and teachers' education. Interpretations of these definitions deepen the understanding of what is intended to be achieved.

Various terms are used in relation to Continuing Teacher Development. Continuing education, professional development, professional learning, professional growth, in-service education, in-service learning, renewal, continuing professional development, in-service training, on-going assistance, human resource development, recurrent education, continuous career development, lifelong learning and professional growth are just a few of such terms (Woolls, 1991; Turbill, 1993; Hoban, 1996, Anderson 2000; Reimers and Reimers, 2000; Chand, 2000; Kalanidhi, 2001; Meththananda, 2001; George and Lubben, 2002). The ultimate aim indicated in all these concepts is the improvement of student learning through enhanced teacher performance.

By the 1980s, the continuing professional development of teachers had been defined by terms focusing on three main domains of human development, namely knowledge, skills and attitudes. The definitions provided by Bolam (1982), Craig (1987:37), Harris (1989:19) Duttweiler (1989:2) and Holly (1989:175) clearly indicate the focus on the three domains as a means of improving the teaching-learning process in order that children can be educated more effectively.

Craig (1987:37) describes professional development as,

The process by which individuals increase their understanding and knowledge and improve their skills and abilities to perform better in their current position or to prepare themselves for a position to which they can realistically aspire in the near future.

Furthermore, they point out the need for incorporating various principles, approaches, methods and human and physical resources to enhance the planned outcomes of continuing professional development.

Festemacher and Berliner (1983) defines professional development as,

The provision of activities designed to enhance the knowledge, skills and understandings of teachers in ways that lead to enhance their thinking and classroom behaviour.

This definition moves a step further adding anticipated effects of improving classroom teaching behaviour implying that such a change would effect change in the behaviour of the students as well. Such changes reflect changes in the teacher such as increased acceptance, motivation, confidence, satisfaction and commitment, which together form the deeper purpose of providing continuing professional development of teachers.

Duttweiler (1989:2) defines professional development as,

Any activity or process intended to promote positive changes in knowledge, skills and attitudes.

This definition is typical of the 1980s literature that emphasises the three major domains of knowledge, skills and attitudes of teachers in the context of teacher development. The object of positive change should be reflected not only in the individual teacher's behaviour, but also in the teaching-learning process of attaining goals and outcomes.

Harris (1989:19) also defines professional development as a process that improves the job-related knowledge, skills or attitudes of employees. This general definition relates to the same categories of knowledge, skills and attitudes with emphasis on the relationship to the job to be performed. In this definition it is assumed that professional development would lead to the outcome of the 'job well done'.

In-service education, as related to professional development of teachers, also focuses on the operational aspect of improving teacher performance. For example, Holly and McLoughlin (1989:175) define in-service education as follows:

In service education is operationally improving skills, knowledge attitudes or techniques relative to the teacher's role, predominantly that of instructor.

The expectation, as is clear in this definition, is an operational improvement in instruction, as an outcome of on-the-job continuing education. By the end of the 1980s, the professional development of teachers tended to emphasise an individual's development in knowledge, skills and attitudes that changes the teacher performance which in turn helps improve students' achievement level. In effect, once 'the job is done well' in a classroom teaching-learning process, it is expected to reflect in the performance of both the students and the teacher. This could be ascertained if the performance of the teacher is measured by the indicator of student achievement, isolating teacher's performance and controlling other factors that could influence the students' achievement. Such performance evaluations are not very common undertakings in the Sri Lankan government school system. A narrowly focused definition would not highlight the need for such undertakings. It could be one reason as to why attempts were made to further define professional development of teachers to reflect a more holistic meaning in the teaching-learning environment.

The 1990s witnessed a shift away from the development of individual teachers to the development of the school as an institution. The development of not only teachers but the students as well as the school system, as a whole, was central to the concept of professional development of teachers during this decade. Process became the means by which important social changes were sought in achieving the goal of lifelong development of teachers, students and the education system itself. The conceptual definitions provided by Burden (1990); Johnson (1991); Phillips (1991); Fullan (1991); and Hargreaves and Fullan (1991) highlight the holistic approach needed in achieving much broader changes in the education system.

Burden's (1990), view of continuing professional development is not a separate and isolated event but a part of the overall career-long process for individual teachers in an approach finally justified in terms of lifelong development. Moving towards a more complete definition of professional development, Phillips (1991) defines professional development as a complex process incorporating the sum total of all activities, in which teachers improve and develop their instructional skills, their curriculum development, implementation and evaluation skills, carried out to promote teachers' growth, students' learning and development of the school. He also asserts that, as a result, teachers develop a wide range of beliefs and attitudes that support effective teaching practices by various means and in a variety of contexts.

Similarly, Fullan (1991:326), defined professional development as a lifelong process, which begins with the initial preparation of teachers and continues throughout their teaching career. He states that continuing professional growth is the

sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement.  
(Fullan, 1991:326)

Further, he points out that the ultimate goal of professional development is changing the culture of learning for both adults and students so that engagement and betterment is a way of life in schools. As Fullan elaborates, professional development cannot be separated from school development and professional development and school improvement go hand in hand (1991: 331). Fullan's is a more encompassing definition when he states that,

the ultimate purpose of professional development is less to implement a specific innovation or policy, but more to create individual and organisational habits and structures that make continuous learning a valued and endemic part of the culture of schools and teaching.  
(1991:331)

This is broader than just career development of teachers.

As defined by Johnson (1991:5),

Professional development is a way for people to change and move towards their own carefully articulated goals to improve their schools, their relationships with each other and the teaching process for students. It has as its purpose, the improvement of the educational enterprise, particularly the quality of teaching and in the final analysis better outcomes for students.

This definition emphasises that not only individual enhancement, but also whole-school development can be seen as a result of teacher professional development.

Hargreaves and Fullan (1992), see professional development of teachers as knowledge and skill development, as development in self understanding, and also as social change. They highlight the influential and determining dimensions of the person, the social group and context in the process of teacher change. Further they develop a three-dimensional approach to teacher development as knowledge and skill development to provide pupils improved opportunities to learn, development of teachers as professional persons, and teacher development as ecological change which highlights the working environment. In relation to this explanation, Garrent and Bowles (1997:28) conclude that development in these three dimensions is necessary for continuous improvement of the teaching profession.

Continuing professional development is described as an ongoing process which promotes and supports both professional and personal growth of all employees. It reflects a vision of excellence and is an essential component of the school improvement process (Killion,1995). Similar to this explanation, Guskey and Huberman (1995) argue that professional development is at the centre of every modern proposal to enhance education. Regardless of how schools are formed or reformed, structured or restructured, the renewal of staff members' professional skills is considered fundamental to improvement.

Approaching an operational definition, the Teacher Education and Teacher Deployment Project (TETD) of Sri Lanka (1997), describes continuing professional development as further training through training activities provided by the TCs which are designed to



enhance the professional development of teachers in service. Furthermore TETD explains the scope of further training by using specific four specific terms, ‘upgrading, retraining, broadening and refreshing’ (TETD, 1997, p.14) to highlight the needs of continuing professional development activities for a competent teacher to handle the challenging task of student learning and school development.

Anderson (2000:86) combines both the emphasis on development of the level of individual performance and updated knowledge responding to the demand of social change.

Continuing professional development is an on going process which is led to enhance work satisfaction, extended work relevant competences, the attainment of professional goals and leads to positive development at the level of individual knowledge and competence and keeping up to date with development within their area.

In the last decade of the 20<sup>th</sup> century, competency development was central to the professional development of teachers. Competency incorporates the ideas of the 1980s and 1990s resulting in a broad definition of professional development of teachers. The definition of the new century encompasses knowledge, skills and attitudes as interrelated concepts within an environment of teacher satisfaction. Professional development is viewed as an ongoing process which contributes and responds to the demands of social change (Anderson 2001). Similarly, Villegas-Reimers and Reimers (2000), describe continuing professional development of teachers as a process influenced by a number of factors, both personal and contextual, and which has a significant effect on the opportunities for learning that teachers offer their students and thus the effectiveness of the teaching-learning process. In relation to this point, viewing the professional development as a job-embedded process, Guskey and Sparks (1991), point out three additional characteristics to show the nature of the concept. They see professional development to be a process that is intentional, ongoing and systemic.

In the new era of globalisation and rapid growth and change in technology, the professional development of teachers is seen as a continuous facilitative process to keep

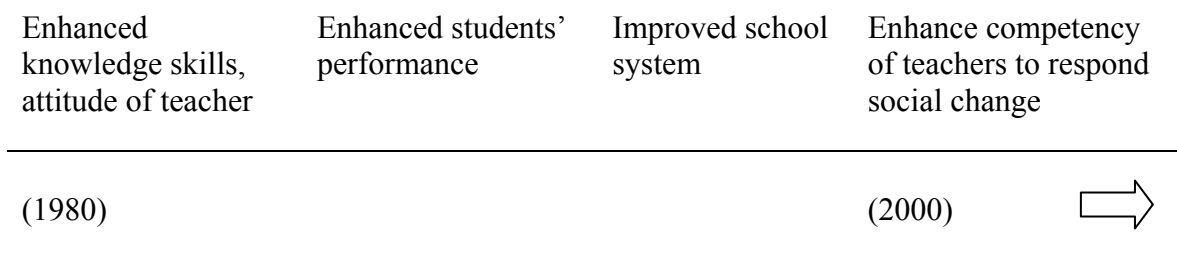
up with all the changes in the education system and in the globalised understanding of theoretical and practical knowledge and attitudes of whom the system is composed. In addition to bringing about the potential for system change, professional development is regarded as a means of empowering teachers by providing them with an ability to update and upgrade knowledge and qualifications (Mackenzie, 2001:92).

Teacher empowerment is highlighted as leading to collective action within the system in the Report of American Federation of Teachers (AFT 2001) which defined Continuing Professional Development as a process of individual and collective examination of practice. It should empower individual teachers, and communities of teachers are empowered to make complex decisions, identify and solve problems and connect theory, practice and student outcomes.

According to the “Life Cycle of the Career Teacher” described by Steffy et al. (1999:4-10), the professional life of the teacher consists of six progressive phases including stage of novice, apprentice, professional, expert, distinguished and emeritus from completion of initial teacher training up to and beyond the retirement stage. This approach to development is new because it proposes and describes an ongoing process continuing throughout a life cycle, in this instance the life cycle of the career teacher. These phases indicate that throughout the process of continuing professional development teachers move forward in their professional lives from initial training up to and beyond their retirement age and this influences not only professional and personal enhancement but also social development.

Chiu (2001), emphasises through his study of the Taiwan education system that the following components of acquisition of expertise, individual growth and social adaptation have been included in the continuous development of teachers. Furthermore Chiu explains that these three dimensions overlap to influence teacher development. In the twenty-first century, continuing development of teachers should be comprehensive, including professional, personal and social development.

It is evident in the literature that definitions of continuing professional development have placed emphasis on different aspects of the concept, which can be arranged on a continuum. On the left side of the continuum one could find emphasis on teachers' enhanced individual competency and on the right end of the continuum one would find emphasis on teacher empowerment and social change. In between, emphasis is placed on student, school system and the broader education system.



**Figure 3.1 Emphasis in Defining Continuing Professional Development**

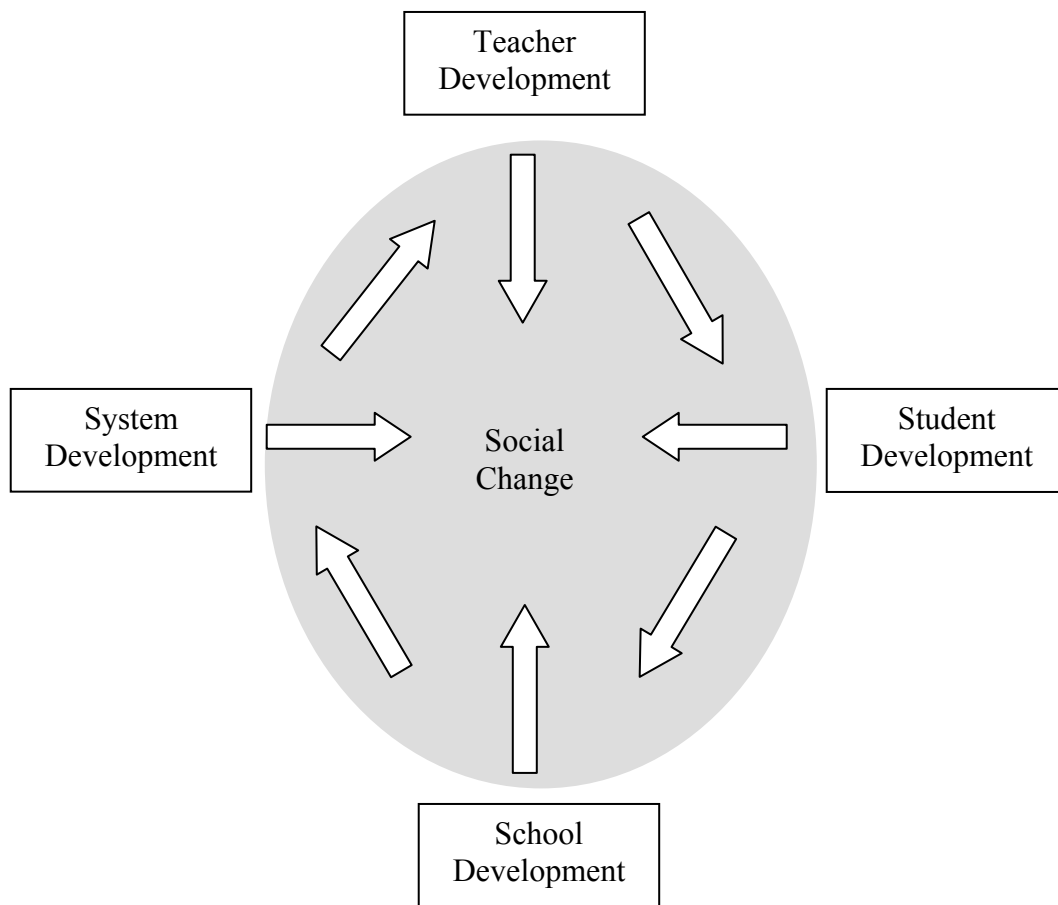
This does not mean, however, that the change of focus is just chronological. Two decades ago, Williams (1982) has suggested that staff development, a related term to continuing professional development is “a process by which individuals, groups and organisations learn to be more effective and efficient” (Williams, 1982). Hargreaves and Fullan (1991), who focused on change process, saw professional development as part of social change. What can be observed in here is a shift of predominant focus from individual teacher performance to a more holistic concept leading to social change over time.

These definitions by authors in the early 21<sup>st</sup> century extend the professional development concept to include effects in a wider area of organisation. For the organisation to be more efficient and effective, the individuals and groups have to be more efficient and effective. Applied to the teaching and learning process it implies change in students, teachers, classroom and the whole school system. The impact of professional development therefore goes far beyond an individual teacher's skills or knowledge.

All these processes, however are included in one larger concept: the professional socialisation of teachers. This term refers to the process of change by which individuals

become members of the teaching profession and then take on progressively more mature roles, usually of higher status within the profession (Lacey,1995). From all above factors, it is important to emphasise that continuing professional development is a process as opposed to a single step by which a teacher is transformed into an experienced teacher. It is also important to emphasise that there is not a single way of entering this process.

In this thesis, I have conceptualised the process of teacher development in Figure 3.2.



**Figure 3.2 The Process of Teacher Development (©H.D.A. Lalitha)**

The ultimate result of teacher professional development is social change. This social change is expected due to the intrinsic characteristics of the four leading factors indicated in Figure 3.2 having strong influence in effecting change in human behaviour. Teacher development leads to student development leading to school development which leads to system development which is cyclical leading again to teacher development. A cause-and-effect relationship can be identified among these factors where the absence or retardation of student development could be caused by inadequate teacher development. Each factor individually and collectively contributes to social change due to the potential of each factor as an agent of social change.

Social change is not a static phenomenon. It is a continuous process. Many educators have asserted that continuing teacher development is a process up to their retirement age (Hargreaves and Fullan 1991; Garrent and Bowles,1997). This is reflected in the cyclical nature of the relationship of the four factors as indicated in Figure 3.2.

It is evident from the above account that the continuing professional development of teachers defines a much broader concept from the simple definition of teachers individual development to the definition of a process leading to a wider social change.

### **The Characteristics of Effective Continuing Professional Development of Teachers**

Despite the various terminologies, there is a growing consensus in the literature regarding the elements of effective continuing professional development for teachers. The definitions described earlier point to four major layers of change developing parallel to each other. One layer relates to change in students, reflecting how students learn and what they need to know and are able to do. The second layer reflects how teachers learn and what they need to know and are able to do to educate their students. The third layer shows how the changes in teacher and student influence the whole school development.

The fourth layer is the social change which is the outcome of the change reflected in the three layers described. The effective continuous professional development component has to be based on change taking place as reflected in these layers which are mutually supporting the change taking place in each layer.

According to Jasman (2001) the synonym for the term ‘effective’ is ‘powerful’. Effective continuing professional development has power, power to change teachers, students and the whole school system in general. If the component is effective, high in power, it has a positive effect on teachers, students and ultimately the school and the whole society as well.

Key authors, researchers, teacher educators and responsible authorities for teacher education in developed and developing countries have contributed to the discourse on continuing professional development of teachers. The next section review the views provided by them, because this study is focused on identifying effective practices, models theories and variables that have contributed to the field.

The following key areas are discussed in the next three sections of this chapter to examine the characteristics of effective continuing professional development of teachers.

- Theory for effective professional development.
- Models and practices for effective professional development.
- Factors affecting professional development.

## **Theory for Effective Professional Development**

The concept of ‘teachers are adult learners’ forms the foundation to the theoretical framework under reference. Therefore principles, approaches and methods used in adult learning should be incorporated into teachers’ learning. Professional development activities shaped by adult learning theory focus on empowering teachers to develop the

skills necessary for them to take responsibility for their own growth and development (Knowles 1980; Dunlop, 1990; Merriam, 1993; Wilson, 1993; Johnson 1996; Mansfield, 1996; Glatthorn and Fox, 1996; Cody and Guskey, 1997, Groundwater-Smith et al., 1998, Frey and Alman, 2003).

Johnson (1996) pointed out that professional development that leads to school and classroom improvement is based upon the adult learning principles for creating an effective learning environment for teachers. Today's highly technological global society mandates educational processes different from the best efforts of past eras and teachers are expected to be adequately equipped to assist every student in gaining the skills necessary for lifelong learning and for finding meaning in the work place. Teacher development programs must prepare teachers for their own lifelong learning if they are to address the needs of the age. As adult learners, Johnson further states that teachers have needs, interests and experiences which call for teacher educators to utilise very different approaches to learning from standard practices in compulsory education for children and youth.

Therefore, professional development programs focus on teachers as a population of adult learners with specialised experience and needs. Exploring this population as a whole, Terehoff, (2002) examines what he calls 'teachers as adult learners'. They propose four key aspects to consider in developing continuing professional development of the teacher as an adult learner:

- Mastery of a variety of skills and practices related to the teaching- learning process.
- Reflective practice for careful consideration that results in enhancement of the profession.
- Research for exploration and investigation to discover ways to improve practice.
- Collaboration focused on interchange with fellow teachers to give and receive ideas and assistance.

Furthermore, Terehoff (2002) in his research paper invites principals to consider the elements of adult learning in their process of planning and designing professional development practices for teachers.

That will help establish a positive learning climate and principals' knowledge and consideration of the andragogy can enhance their capacity to assist in the professional development of teachers. As well Peterson (1998), Terehoff (2002) and Glaser (2002), point out in their research papers that if professional development practices are to be successful they would have to involve the adult learning process.

Groundwater-Smith et al. (1998), also explain that teachers are adult learners and they are engaged in career long professional learning. The nature of professional learning is also being changed as they have to work in different contexts that are influenced by various factors. Furthermore, professional learning is viewed by these authors as that which assists teachers to be active participants in their professional development.

McCombs (1997) notes that professional development practices should be modeled on adult learning theory and also focused on empowering teachers to develop the skills necessary for them to take responsibility for their own growth and development. Further he suggests that for responding to the complex needs of students through learner-centre instruction teachers need higher-order thinking and reflection skills. Therefore through self-assessment and reflection on their own performance in light of student needs, teachers can identify the changes in practice needed to promote learning. Hence, teachers can take responsibility for developing their own professional development.

Glatthorn and Fox (1996) discuss the nature of adult learners. They explain that adults commit to learning when the goals are realistic and important to them. Therefore, effective professional development practices should address areas where teachers have opportunities for immediate applications in the classroom. Also, adults learn, retain and use what they perceive is relevant to their professional needs. Therefore, effective professional development must enable teachers to see the relationship between what they



are learning and what they do in their day-to-day activities. For Glatthorn and Fox (1996), professional development should provide support from peers and reduce the fear of judgment during learning.

Cody and Guskey (1997) claim that adults need to see the results of their efforts and have feedback on how well they are doing; hence, effective professional development should provide opportunities for teachers to try out what they are learning and receive structured feedback. Moreover, they state that adults are more concrete in the way they operate than formerly thought; therefore, teachers should have the opportunity for directed experiences in which they apply what they are learning in the work setting.

Analysing the nature of adult learning, Wood and Thompson (1993:52-57) believe that adults who participate in small groups are more likely to move their learning beyond understanding to application, analysis, synthesis and evaluation using classical Bloom's taxonomy. Therefore, professional development of teachers should include learning in small groups in which teachers share, reflect and generalise their experiences. Furthermore, these authors say that adults come to learn with a wide range of experiences, knowledge, interests and competences. Therefore, professional development must accommodate this diversity. Adults want to be the origin of their own learning. In relation to adult learning, the transfer of learning is not automatic for adults and must be planned and facilitated. Therefore, coaching and other follow-up support are needed to help teachers to transfer learning into daily practice. Kearsley (1996) summarises what this means to instructors in practical terms, using andragogy and noting that instructions for adults need to focus more on the process and less on the content being taught.

All of this indicates that the professional development practices of teachers should be based on adult learning principles to achieve the continuous professional growth of teachers. Brookfield (2002) suggests four principles to follow when designing programs for professional practices of teachers as adult learners.

- Consider the experience of participants.

- Consider the aging limitations of the participants.
- Incorporate the challenging content into professional practice.
- Provide wide choices to get involved in activities for professional growth and create learning environments.

These adult learner-centred principles are further reinforced by McCombs (1997) who proposed several factors that should exist for teachers to implement innovations successfully to improve student learning and achievement. First, teachers must believe that change is necessary. Second, they must be willing and able to modify their practice. Third, teachers need to be able to see models which utilise alternative strategies. Finally, the administration and school must support the change by providing instructional guidance, offering ongoing staff development and holding teachers accountable for using methods consistent with current views of learning. Only the teacher in reality can truly understand the need for change and pursue the adult education necessary to transform his or her practices (Tuinjmman,1995; McCombs ,1997).

Bodnar (2000) has provided multiple indicators reflecting features of adult learning theory to be incorporated in professional development activities, as indicated by the research conducted on the Lead Teacher Professional Development Program in USA to determine what features of this program's activities were derived from the principles of adult learning theory. Shared decision making, collaboration, high participant involvement, focus on practical application, individual goals and fostering of intrinsic motivation for adult learners were all identified as effective features of this program.

Professional development offers a period of ongoing intellectual and cognitive growth for teachers; it is different from the way children experience intellectual and cognitive growth. Therefore, Merriam (1993) explains that structuring the process of professional development of teachers should consider not only a different view of the learner but also different principles of adult learning to guide the process effectively. He notes the principles such as setting up an environment for adult learning, involving adult learners in mutual planning, attending to the adult learners' needs and interests, involving adult

learners in setting the program goals and objectives, in designing effective programs, in implementing the programs, and in the evaluation of the programs, are all to be considered for teacher development.

Understanding and respecting the nature of teachers as adult learners is a key to designing effective programs. In appreciation of their background, life experiences and developmental growth, principals and teacher educators should provide for teachers to engage with professional practices. Particularly, the characteristics identified by Knowles (1980) Brookfield (1995), Johnson (1996), McCombs (1997), Terehoff (2002) as adult learning approaches were also emphasised by Meththananda (2002) in his study as effective factors for teacher development. He advocated that teacher development practices should cater for the professional needs of the participants, grouping teachers according to their learning needs, providing opportunity to share their experiences and an environment for active participation.

Johnson (1996), Glatthorn and Fox (1996) and Terehoff (2002) show the importance of providing opportunities for teachers as adult learners to practise with their peers and colleagues without having any enforcement from their leaders. Further they value the opportunity for teachers to exchange and expand on their valuable experiences with their professional colleagues. A problem-based learning approach, self-motivation within the activity process, active participation of teachers through practice are emphasised as characteristics of effective professional practices in teacher development.

It would appear from the above account that to provide teachers with opportunity for effective professional development, the practices should be moulded on the principles of adult learning with the acceptance of teachers as adult learners.

## **Models and Practices for Effective Professional Development**

Educators prominent in the field of continuing professional development have produced models for application incorporating those characteristics described above. Under those models there are a number of practices that have been introduced in different countries from time to time to promote and support continuing professional development of teachers. Each model is named differently, however, just to reflect the specific emphasis given to a particular characteristic highlighted in the model.

Specifically, five models and practices relevant to those five models are selected for discussion first because of the wide application of them in many countries both in the developed and developing world. They are not the only models available, but they have been taken as useful models of categories development approaches for the purposes of this study. These five models were developed by Dennis Sparks and Susan Loucks-Horsley (1989) who took an in-depth look at the range of models of professional development. As the discussions progress, other models that have similar features are referred to at relevant points. In this classification, the professional development models have been named as:

- Individually guided professional development;
- Development improvement of process;
- Observation /assessment;
- Training;
- Inquiry.

### **Individually-guided Professional Development Model**

This model acknowledges that effective teacher professional development would take place when teachers set their own learning agenda (Sparks and Loucks-Horsley,1989). This refers to a process through which teachers plan for and pursue activities they believe

would promote their own learning. The key characteristic of the individually-guided professional development model is that the teacher designs the learning. The teacher determines his or her own goals and selects the activities that will result in the achievement of those goals. Hall (1997) explains that this model assumes that individuals can best judge their own learning needs and are capable of self-direction and self-initiated learning. It also assumes that adults learn most efficiently when they initiate and plan their learning activities rather than spending their time in activities that are less relevant than those they would design themselves.

Sparks and Loucks-Horsley (1989) summarise this model in four steps. First, the teacher identifies something that s/he is interested in or needs to learn. Second, the teacher develops a plan with outcomes indicated. Third, the teacher participates in learning activities such as workshops, seminars, reading journal articles, watching professional videos and following course work. Teachers can proceed individually or participate in study groups. Fourth, the teacher summarises and evaluates the experience. All of these may take place with or without the existence of a formal professional development program. The scope of individually-guided professional development could be enormous, and could be as simple as a teacher reading in an area of interest or be as complex as a research project for a Master of Education degree, further explained by Sparks and Loucks-Horsley (1989)

Similarly, individually guided professional development according to Clark (1990) is characterised by teachers being reflective professionals. Clark believes teachers would gain more from their professional development activities when they have more say about what form their professional development would take. Clark acknowledges that teachers have a complex role, that teachers are individuals and have different learning needs. A strength of this type of professional development is that it values teacher learning and assumes teachers have valuable skills and knowledge. Individually-guided professional development allows teachers to set learning goals and build upon their strengths. In relation to this teachers need to have a clear philosophy for their teaching and be able to identify ways to apply this in practice, thus also identifying areas needing development.

Teachers need resources and support for professional development and should have ready access to such support.

Clark's (1992) principles for designing individually-directed professional development are tools designed to encourage teachers to take control over their own professional development, so that they can choose professional development activities that suit their individual needs. Clark recognises that teachers need to link their development to their class and school. He suggests that because teachers have directed their own development the learning should result in lasting change in practice.

The major advantage of individually-guided activities is their flexibility and the opportunities they offer for choice and individualisation. They also provide an excellent format for self-analysis, personal reflection and thoughtful decision making. Strategies that are part of individually-guided models include conducting personal histories, video/audio self-assessment, journal writing, cognitive coaching, and case studies (Hall, 1997). Individual professional development portfolios can also be used to facilitate learning and improve professional practice (Dietz, 1995). Therefore, teachers themselves should be considered to be the best resources rather than depending on outside experts to help solve problems. That teachers should be treated as professionals, and administrators should trust that their teachers have the knowledge and ability to be involved in own continuous development is detailed by Chiu (2001).

A criticism of individually-directed professional development is that it would be disjointed and expensive if applied school-wide. Individual approaches to professional development could be haphazard. It would be an onerous task to monitor the great variety of professional development activities that could take place in a school. They are time consuming and costly; they lack social interaction and their outcomes can be unpredictable (Fullan, 1992:12).

Clark's (1992) arguments for teachers controlling their own professional development are logical, but some questions can be raised about the practicalities of applying this type of

professional development school-wide. When are teachers ready to take control over their own development? Do teachers always know when they are ready? Furthermore, unless specific opportunities for collegial exchange are built into professional development plans, there may be little collaboration or professional sharing. Notions of a shared mission and united purpose can be lost as well. Steps also must be taken to ensure that selected individual goals are sufficiently challenging, worthwhile and related to specific improvements in professional practice and enhanced student learning.

Another shortcoming of individually-guided models of professional development is that when educators design their own learning, a lot of “reinventing the wheel” takes place (Guskey and Sparks, 1991). The outcomes would not only be unpredictable but also of differing quality depending on the commitment of the participants. Schools are busy places and some are more busy than others and this could mean some schools have more time and money to devote to teacher development than others.

### **Observation/ Assessment Model**

This model is based on the use of external evaluation as a tool for self-analysis and reflection. Colleagues or other personnel act as eyes and ears for teachers. They observe and provide feedback on instructional practice, classroom management, and other issues. This model provides a structure by which teachers can be supervised while developing professionally. Examples of this model are peer coaching and clinical supervision. The teacher and observer determine what should be observed, the methods to be used and discuss the observations with the intent of identifying what the teacher does well and what areas the teacher may want to work on. Basic assumptions of this type of professional development are that teachers learn most effectively when they have a need to know or a problem to solve and that those at the work-site will have the best understanding of what is required to improve their performance (Sparks and Loucks-Horsley, 1989).

The observation/assessment model of teacher professional development involves teachers being observed while they are teaching, followed by a feedback session between the teacher and the observer. Reflection on one's performance and analysis of one's practice are high priorities in this method of professional development of teachers. The phases of activity as defined by Sparks and Loucks-Horsley begin with a discussion between the observed and the observer prior to the observation to set the agenda for the observation. This is followed by an observation where data are collected in relation to the agreed agenda. A post-observation conference is then held to analyse the performance of the observed. In the post-observation conference, both the teacher and observer reflect on the lesson and the observer shares the data collected. Strengths are typically acknowledged and areas for improvement suggested by either the teacher or observer depending upon the goals established in the pre-observation conference. An analysis of the supervisory or coaching process provides participants with an opportunity to reflect on the value of the observation / assessment process and to discuss modification that could be made in future cycles.

This approach is a voluntary, ongoing process in which teachers can take responsibility for their own professional growth. On the other hand, peer coaching helps them begin problem solving and provide them with opportunities to communicate with their colleagues, based on what teachers already know. In other words, teachers are not only knowledgeable resources but also receive practical information. Through this collaborative learning experience teachers feel supported and can build connections between theory and practice. Moreover, teachers also become active learners reflecting on their beliefs and experiences. This support and reflection creates a basis for teacher change and development. Finally, this model helps schools build a learning community in which teachers can maintain continuity in their learning goals and improve their instruction from a learning network ( Rueda and Monzo, 2001).

Cordeau and Polidore (2001) express their views, based on their study, that peer observations and coaching as well as providing positive, critical and corrective feedback are required and essential component of the development model. As well Strong and St.



John (2002), define a co-mentorship as a mutual mentorship of a pair of close, collegial friends committed to facilitating each other's development. They suggest that if educators go about forming and nurturing such collegial relationships with greater awareness of their potential, then co-mentoring can facilitate individual development as teachers. Related to this model the concept of critical friends has been described by Randazzo-Martin, (2001) in explaining the concept which brings together teachers at all levels of experience to promote and support one another's professional growth.

Frey and Alman (2003) express their view based on their study that peer observations and coaching in providing positive, critical and corrective feedback, are required and essential components of the model. Further, both define a co-mentorship as a mutual mentorship of a pair of close, collegial friends committed to facilitating each other's development. This all suggests that formal collaborative practice can enhance the professional behaviour of teachers.

The practices of Peer Coaching and Open Discussions are classified under the concept of “critical friendship”. Holden (1997) describe “the role of critical friend” as a way of meeting together teachers at all levels of experience to promote and support one another’s professional growth. Whitehead (1976) described in detail, classroom research by individual and groups of teachers in a project with improved learning for 11 to 14 year olds in mixed ability science groups indicating to teachers the effectiveness of their own teaching. The teacher and an observer determined what should be observed, the methods to be used and discussed the observations with the intent of identifying what the teacher does well and what areas the teacher may want to work on. Basic assumptions in this type of professional development are that teachers learn most effectively when they have a need to know or a problem to solve and that those at the work-site will have the best understanding of what is required to improve their performance (Sparks and Loucks-Horsley). The phases of activity as defined by Sparks and Loucks-Horsley, (1989) illustrate that an analysis of the supervisory or coaching process provides participants with an opportunity to reflect on the value of observation /assessment and to discuss modifications that could be made in future.

The practice of “teacher study group”, a voluntary, ongoing activity in which teachers can take responsibility for their own professional growth, is another strategy of this model explained by Clouder (2000), and Frey and Alman (2003). These researchers reveal that teacher study groups, which can help them begin problem solving and provide opportunities to communicate with their colleagues, are based on what teachers already know. Teachers take ownership and discuss professional articles, implement suggested teaching practices and debrief each other on their experiences.

Through this collaborative learning experience, teachers feel supported and can build connections between their beliefs and experiences. This support and reflection creates a basis for teacher change and development. Finally these group practices help schools build a learning community in which teachers can have continuity in their learning goals and receive support to improve their instruction from a learning network (Clouder 2000; Frey and Alman (2003). The support and collegiality of the group demonstrates how such relationships can enable continuous professional growth for those who want to study and support each other and change together (Jones, 2002). In this practice teachers work as a team, thereby creating a learning culture by discussing and helping each other in their personal professional growth. Jones (2002) explores the way in which participating in group practices by teachers helped group members to sustain their progressive beliefs about education.

The major advantage of the observation/assessment model is that it provides important benefits to both the observer and the one being observed. The observer gains professional expertise by watching a colleague, preparing the feedback, and discussing common experiences. The one being observed benefits from another's point of view, gains new insights and receives helpful feedback. Villegas-Reimers. and Reimers (2000), state that the observation/assessment model requires the commitment of significant time from both the observer and the one being observed. Both parties must be willing to coordinate their schedules in order to accommodate the needs of the other.

## **Development/Improvement Process Model**

Involvement in a development/improvement process engages teachers in developing curriculum, designing programs, or engaging in a school improvement process to solve general or particular problems. Teachers are sometimes called upon to develop or adapt curricula, design programs or engage in systematic school improvement processes that have, as their goal, the improvement of classroom instruction and/or curriculum. Typically these projects are initiated to solve a problem. Their completion often requires that teachers acquire specific knowledge or skills, for example, in curriculum planning, research on effective teaching and group problem-solving strategies. This learning could take place through reading, discussion, observation, training and/or trial-and-error.

In relating the school development, Parke and Coble (1997) declare that this model requires teachers, for example, to read research on effective teaching, interact with colleagues from inside and outside the school who have had success in development/improvement process and learn new group and interpersonal skills. In each of these instances teachers' learning is driven by the nature of problem solving.

Another assumption of this model is that people work conscientiously to best understand what is required to improve their performance. Their teaching experiences guide teachers as they think through what they perceive to be the problems and develop solutions. Therefore, Brighthouse (1995) and Morgan (1997) state that, given appropriate opportunities, teachers can effectively bring their unique perspectives to the tasks of improving the teaching-learning process, with focus on students and their schools development.

An approach to school improvement through teachers' professional practice was developed in Canada by Parkinson (1991). It was introduced into the Etobicoke public school system after a three-year period of research and consultations with all the stakeholders. As a result of the study a model called "Six-tracks" has been introduced into the development process of the schools through the professional development of

teachers. It includes self-directed activities, peer coaching, formal and informal clinical supervisions, assessment and evaluation and reflection and revision of programs as the “tracks” of the model.

In relation to the model of development/improvement process, Bartlett (1998) emphasises that collaboration with colleagues is as a key feature of an effective development/improvement process. He accepts that effective learning is facilitated in a school where shared talk and joint preparation are a part of working in a collegiate manner. Furthermore, teachers acquire important knowledge or skills through their involvement in school improvement or curriculum development processes. Such involvement may cause change in attitudes or the acquisition of skills as individuals or groups work toward the solution of a common problem.

Instead of getting involved in external institutions, schools situated in close proximity to one another get together as a “School Family” or “Cluster Schools” to share their experiences, to solve problems, exchange resources and updated on innovative procedure, is an another strategy of this model shown by research done by Turbill (1993). The gifted in these school-family units who could light up the rest of the family or cluster showed through the research findings . In the same way even the weakness can be identified and remedial action taken on a common basis. Turbill (1993) spoke of a cluster school idea and school network for teacher development as well as far improvement in student achievement levels. Here the physical and human resources have been shared to explore each other’s knowledge and professional experiences. They show that this cluster school concept is a strong factor in enhancing professional development more than each school working separately to achieve this goal.

An example of this kind of approach would be in Turbill’s (1993) work which explores the concept of inside/outside model, through research which involved both parties or all parties working together in ways which encouraged a merging of roles and responsibilities. All involved were acknowledged as having different kinds of outside expertise, all of which was considered valued and necessary. The study was based on a

staff development program in literacy education called 'Frameworks', and was both collaborative and interactive in its nature with aims to support teachers in changing a traditional view of literacy learning and teaching to a holistic one.

Another example of this kind of approach is the project between a school and a university for enhancing effective learning in Australia in which collaborative action research was used as a methodology for research by teachers and teacher educators. This process involved regular meetings of teachers and academics working together to investigate classroom learning, through weekly meetings and continual informal contacts. The teachers and consultants celebrated successes, discussed and re-examined failures shared insights and gained strength to try again. Creating opportunities to interact between school members and outside experts, and shared experiences in formal knowledge and research experience are some of strengths of this model (Hoban,1996; Turbill, 1993).

The Educational Reforms Approach is described as one of the effective practices under the Development/Improvement Process Model. Educational Reforms Approach (Fullan 1993; Little 1993; Horsley, Parke and Coble, 1997) drew attention to the relationship between teacher development and effective practice in the era of reforms. Tomlinson (1997) and Sparks (1996) have emphasised that updating teachers' experiences related to timely reforms is one aspect of teacher development, especially in this era of global reform and restructuring. A Study from NCES in America, (1998), found that teachers who attended professional development activities focused on standards were much more likely to teach using reforms activities that raise students' achievement.

Researchers have found that increasing awareness and experience in relation to educational changes or educational reforms has influenced teacher change. This emphasises the importance of teachers as agents of educational change and improvement (Fullan, 1991; Fullan, 1993; Sparks, 1996; Loucks-Horsley, 1996). Kodithuwakku (2002), concluded his research with several observations about Kentucky teachers and their professional development and reported that many schools are moving toward whole-school reforms programs in their professional development.

The advantage of involvement in a development/improvement process, as Parke and Coble (1997) pointed out, is that participants not only increase their specific knowledge and skills, they also enhance their ability to work collaboratively and share in decision making. Participants in this form of professional development generally have a strong interest in the problems and issues addressed and hence, are personally committed to finding workable solutions. For them, the work has direct relevance to their professional responsibilities. In addition, because they are closest to the context and often understand it best, the solutions or strategies they develop are more likely to succeed.

A shortcoming of the development/improvement process is that involvement is generally restricted to a relatively small proportion of staff members. To be effective, participants in a development/ improvement process must have ready access to appropriate information and expertise so that they can make knowledgeable and well-reasoned decisions (Bartlett,1998). In the current climate of economic rationalism schools need to be accountable for the learning outcomes of teachers as well as students and the learning outcomes must link into the school improvement process that addresses identified problems. Another aspect to consider in the model is that time is needed to ensure that change takes place gradually and actively. This desired and undefined time can make accountability more difficult within the levels of budgetary constraint. This approach can certainly be expected to better promote ownership of the innovation, teacher expertise and relevance to the classroom. The problem is it is not immediately clear how such an approach can promote a national process, particularly in a situation where there is such a dearth of people who are competent to be facilitators (Robinson, 2002).

### **Training Model**

When many teachers think of professional development they think of the training model. The traditional training model involves teachers in acquiring knowledge or skills through appropriate individual or group instruction. Villegas-Reimers, and Reimers ( 2000), have found that traditional professional development models include one-day teacher training,

one-size-fits-all presentation, training with minimal administrator participation and training with a lack of follow-up support.

Most teachers are accustomed to attending workshop type training sessions in which the presenter is the expert who establishes the content and flow of activities. Typically, the training session is conducted with a clear set of objectives or learner outcomes. These outcomes usually include awareness or knowledge, and skill developments. It is the trainer's role to select activities, for example, lectures, demonstrations, role- playing, simulation, micro-teaching or drama, that will aid teachers in achieving the desired outcomes.

The main expected outcome in all this is the improvement of teachers' thinking. An expert conducts training in their area of expertise using clearly set expected learning outcomes, covering both knowledge and skills. Critical evaluation is not an aspect of this training model. Teachers are expected to watch others demonstrating new techniques explaining how they will look in practise, without asking any questions about or reflecting on the long term effects of such practice on students (Dadds, 1997; Hoban, 1996).

An assumption that underpins the training model of professional development is that there are behaviours and techniques that are worth replicating by teachers in the classroom (Bennett, 1997; Calderhead, (1992); Calderhead and Shorrock, 1997). Another assumption underlying this model is that teachers can change their behaviours and learn to replicate behaviours in the classroom that were not previously in their repertoire. Training is a powerful process for enhancing knowledge and skills as pointed out by Sparks and Loucks-Horsley,1989):

It is clear from the research on training that teachers can be wonderful learners. They can master just about any kind of teaching strategy or implement almost any technique as long as adequate training is provided (p 48).

Training is usually a cost-effective means for teachers to acquire knowledge or skills due to the high participant to trainer ratio. Many instructional skills require that teachers view a demonstration of their use to fully understand their implementation. Similarly, certain instructional techniques require for their classroom implementation that teachers have an opportunity to practise them with feedback from a skilled observer. Training could be the most effective means for large numbers of teachers to view these demonstrations and receive feedback as they practise. These key factors were emphasised by Morgan (2001) in the training program conducted for training new rural teachers in transmitting the knowledge to establish school-community collaborative approaches to supporting Aboriginal students within their own cultural setting.

Traditionally, the training model has employed “fix” theory to design programs. This theory assumes that teachers need to “repair” their faults and that short-term training can help them solve their classroom problems. However, Murphy (1996) found that only about 10% of teachers actually apply information learned through training sessions to their classroom teaching. Murphy also shows that the training model does provide teachers with new information, but the “sitting and listening” model does not help them transfer the information they receive to their classroom practice. In relation to this issue, Peery (2002) shows that the traditional, occasional a one-day or even three-day centralised training model which has based on “one-size fits all” approach is no longer wholly appropriate and it has proved to have only short-term effects, does not reflect either the need for frequent updating for the large number of teachers in a school and it fails to take account of the increasing mobility of teaching staff.

According to Stein, McRobbie, and Ginns (1999) and McKenzie (2001), traditional teacher training approaches are simply not equipped to deal with expectations but the integration of technology into the training model offers effective training programs which include, exploration of theory, demonstration of practice, supervised trial of new skills with feedback on performance, and peer coaching beyond the context of the traditional training model. On the other hand McKenzie (2001) sees that transferring the new learning experience of teachers into the classroom is the most difficult part of training; a



major concern here is the lack of adequate resources both in people and time to provide the much needed support at this stage of the process.

Further, many teachers have difficulty getting out of their classes during the school year to attend traditional training workshops. Most often, teachers go out of the school to participate in training ,and there is little if any support for teachers to try to implement change in their practice and even less support for critical reflection in the training process (Sparks and Hirsh, 1997).

There is an inherent suggestion in this model that experts from outside of the school are in possession of more valuable knowledge than the professionals who are already in the school. There are some limitations that can be seen, however, when examining the nature of actual practice of the training model. This model has been heavily criticised by both practitioners and researchers. Lieberman and Miller (1992), in a strongly stated critique, argue that the training approach is based on a deficit model where teachers are seen as objects and not as engaged subjects and often the result is a reinforcement of the status quo and schooling as usual. Essentially, the training model is a top-down, paternalistic, externally-imposed approach that results in little or no fundamental institutional change.

In addition the training model was seen as removed from classroom realities and focused on mastering new and difficult curriculum terminology rather than on the substance of teaching-learning process. According to Robinson (2002:289-299), the training approach may be too theoretical, may not have practical application in the classroom, may be based on the choices of the providers and may ignore teacher expertise.

In place of the training model Sparks and Hirsh (1997) suggest the need to create a culture of support for teacher inquiry through study groups, support networks, research projects and other professional development activities that focus on school setting. In addition, Frechtling and Katzenmeyer, (2001) and Robb (2000) argue that successful training must incorporate accessible resources, a well-designed mixed approach, follow-up activities and be relevant to individual needs.

## **Inquiry Model**

Teacher inquiry as a professional development model could take different forms (Sparks and Loucks-Horsley, 1999). It could be a solitary activity done individually or in small group or in a large group. It could be done informally or formally. It may take place in a classroom, at a Teacher Centre or a university or college. Lieberman (1990) shows that inquiry develops critical reflection in teachers. Explaining the major positive characteristics of this model of teacher development, Allan and Miller (1990) point out that it empowers individuals to improve their understanding of their practice and to implement educational change. Further they explain that some change can be immediate when working in an inquiry model because it can have an impact on classroom practice even in the early stages.

The inquiry model requires that teachers identify an area of instructional interest, collect data and make changes in their instruction based on an interpretation of those data. Fullan (1991) and others, however, suggest that “Inquiry Approach” will become more widely used by the teacher as a researcher, as a learner, and as a reflective practitioner. Crockett (2002), shows this in his year-long study of the teacher inquiry group related to mathematics. The basis of this approach was shared inquiry grounded in teachers’ work. In planning lessons, teaching lessons, and assessing students’ work teachers interacted weekly in their inquiry groups.

According to Sparks and Loucks-Horsley (1989), this support could include study groups, released time and materials, or technical assistance including training in research methodologies and techniques. These resources will include time to reflect upon learning in a collaborative manner. The inquiry model reflects a simple belief that teachers are capable of formulating valid questions about their own practice and of pursuing objective answers to those questions (Hopkins,1993; Hitchcock and Hughes,1995; Dean, 1991; Glover and Law,1996). One of the important expectations of the inquiry model, as

professional development practice, is that research should be part of teachers' development.

Some important theoretical and research underpinnings are found in the work of Hitchcock and Hughes (1995). They discuss 'Teachers as Researchers'. They make suggestions that would promote teacher development and help to narrow the gap between research and practice.

Hargreaves (1994) highlighted the research approach as having a more effective role in advancing the professional quality and standing of teachers. It is documented therefore, that, research in practice is an effective as a way of increasing the body of knowledge of the discipline and enhancing the researcher's own professional development. Murphy (1996) sees research by teachers as a useful way of ensuring the relevance of teacher development and also essential as they will be the people who have first-hand experience of the problem and its context, and the ones who will best communicate the issues, difficulties and concerns.

Bassey (1995) listed the following advantages of teacher-initiated research. It begins with and builds on the knowledge that teachers have already accumulated through research; focuses on the immediate interests and concerns of classroom teachers; matches the subtle organic process of classroom life; builds on the natural process of evaluation and research which teachers carry out daily; sharpens teachers' critical awareness through observation, recording and analysis of classroom events and thus acts as a consciousness-raising exercise.

Under the umbrella term of research, the so-called Action Research has had decades of implementation as a tool for improving professional practice at school level and has been taken up in several countries in Europe and the US as well as in less industrialised countries through programs funded by UNICEF, UNESCO, ADB and other sources. Action research provides opportunities to apply, trial and critically reflect upon new learning (Sagor, 1991: Sagor, 1992). Goldston and Shroyer (2000) present the findings of

their research exploring the journey and progress of elementary teachers conducting action research in science and mathematics, set within the context of the teachers' perspectives on teaching, empowerment, research and professional development. These characteristics of action research emphasise that action research is effective practice and can be done by teachers on their own as school based practice

McNiff, Lomax and Whitehead (1996) discuss action research by group of teachers as a peer-centred option for promoting professional growth. There are proposals for inquiry-centred professional development as a means to enhance teachers' reflective thinking and decision-making abilities. Hichcock and Hughes (1995) and McNiff et al., (1996) discuss both quantitative and qualitative methodology which provides specific strategies that teachers could use in their classrooms. During inquiry teachers observe relevant teaching practice, gather information from their observations, analyse the information and formulate new methods to improve classroom practice. This is similar to the action research cycle. Valli (2000) attempts to strengthen connections between teacher development and school improvement in the research model approach to professional development. This author explains that the teachers who followed the research approach model were more knowledgeable, more integrated into the life of their schools and had deeper understanding of their own practice than traditional teachers. Furthermore Valli sees the research approach as a vehicle not only for teacher development but for whole school improvement as well.

Case study approach also comes under the inquiry model, as another practice of continuous teacher development. Case studies are also inclined to identify causes and find solutions systematically for an identified problem situation for an individual child or group of children. Series of case studies in a variety of different settings in schools have been conducted by Howey and Zimpher (1996) and were reported in the Handbook of Research on Teacher Education (1996). They explain how teachers improved their teaching behaviour by doing case studies as a self-directed practice. Case studies done by the mathematics teachers who taught the subject for primary classes, while receiving continuous guidance and academic support from the research and academic facilitators

from the Primary Mathematics Project at the NIE in Sri Lanka, (Batty,2002) found that conducting case studies as an activity of primary teachers is an effective practice for promoting positive changes in their learning-teaching process.

Project-based learning which has a research approach has been identified as an another effective practice for teacher development (Sagor, 1991; McLaughlin, Watts and Beard, 2000; Villegas-Reimers and Reimers (2000). Sagor (1991) highlights, individual, team and whole school development projects are the three categories of the projects that teacher can implement as a practice. All the three practices have been implemented on a research basis. Again, such an approach falls into a category of “Teacher as Researcher” emphasised by the researchers through the various studies. (Goldston and Shroyer, 2000; Cardelle-Elawar, 1993). The process of this research activity focuses on solving a problem having specific objectives, an implementation plan and stages to achieve the objectives, continuous assessment to monitor whether the objectives are realised and finally preparation of the report.

These projects could include curriculum planning, design and adaptation as well as research into the effectiveness of teaching programs or methodologies (Sparks and Loucks-Horsley). Basic assumptions of this type of professional development are that teachers learn most effectively when they have a need to know or a problem to solve and teachers at the work-site will have the best understanding of what is required to improve their own performance. A study conducted by William (2002), describes ways in which the project-based activities provided opportunities for teachers to raise important issues around teaching and developing ideas of scientific inquiry and inquiry pedagogy. Furthermore, the study illuminates that teachers acquire important knowledge and skills through their involvement with project-based practices. The Sri Lankan Education Reforms implemented since 1998 emphasise this project method to bring about change in the learning-teaching process in relation to the transformation roles of the students and teacher.

Reflective Practice is advocated widely for example, by Retallick and Groundwater-Smith, 1996; Groundwater-Smith, 1996; Groundwater-Smith, Cusworth and Dobbins, 1998; Jackson, 2000; Hargreaves, 2000, as an effective practice for teacher development. The reflection needs to be systematic if it is to qualify as action research. And here a distinction needs to be made between the reflective practitioner as one who strives for professional self-development through a critical consideration of his or her practices and the action researcher who, while also being a reflective practitioner adds to this by using research techniques to enhance and systematise that reflection. (Bryman, 1989; Schon 1991; Denscombe, 2001).

Retallick and Groundwater-Smith (1996) explain:

The acquisition of professional knowledge is not merely a matter of gaining information. It is also to do with the transformation of that information into personal knowledge via dialogue and debate, through trailing and reflection and by hypothesising and researching in publicly accountable ways (1996:7).

Ongoing teacher learning through reflection and researching is, therefore, necessary for continuous teacher development to improve the quality of teaching learning process. Further, Groundwater-Smith, (1998), describes that the reflective teacher is one that continuously monitors, evaluates and revises the teaching practice. The author expresses that this process allows teachers to change their teaching learning process for benefit of students.

Clark (1990) sees “Teachers as Reflective Professionals” emphasised the importance of the teachers being reflective thinkers and practitioners while engaged in their teaching tasks. According to him maintaining the journal and discussing the facts with their peers enable them to enhance their professional practices. Similarly, Ball and Cohen (1999) and Rodgers (2002) emphasise through their professional development work with teachers that reflection on a teacher’s own classroom experience is the most productive starting place for teachers’ continuing professional development.

Providing support to teachers for critical reflection is a vital ingredient of continuing professional development. Evaluation of their learning and reflection through “journaling” as a process to reflect about instructional practices and as a critically engaged dialogue is described by Osterman and Kottkamp (1993); Tomlinson (1997); Scannell (2000). Kerka. 2002, explains that journal writing is similar to the preparation a personal development plan (PDP) which offers the opportunity to plan and record the achievements and identify areas for individual action taking into account one’s own workload and the experience already on hand in practice. Schon (1991), Moon (1999), Killion and Todnem (1991), Orem (1997), and Tillman (2003) explain how important it is to maintain a journal for reflection on action, reflection in action and reflection for action in documenting the development of participants’ thinking and learning.

Sparks and Loucks-Horsley (1989), put forward the viewpoint that teacher development should take place through a process of inquiry, and that reflective practice has a close link with an inquiry model. Conking and Henry (1999) have identified four pillars in the professional development process from their research conducted on a music-teacher education program in New York and Texas. In addition to the components of musicianship and the musical collaboration, the reflection on teaching-learning process and continuous inquiry approach into teaching-learning in music are identified as the other two pillars of development. Mayer (1997) strongly argues that the rethinking of daily activities that teachers engaged in writing on learning which included in the reflective practice is used in the ongoing development of teachers as an effective professional practice. In addition, Glatthorn and Fox (1996) emphasise concern for teachers' reflection and that the thoroughness of their recall in the classroom as significant events and the improvement of them should be developed. Moreover, Lord Buddha has stated “Pachchthan Veditabban Vinyohethie” (Bhikku. Nanandana, 1998), to show that reflection is the best methodology for one’s self- development

In Japan, inquiry as professional development has been a successful aspect of the nation’s approach to professional learning. Lewis and Tsuchida (1997) highlight the Japanese approach to professional learning called “lesson study” or *jugyou kenyu* which develop

the teachers' inquiry mind. In the study, elementary school teachers meet weekly to jointly plan lessons. These lessons are taught to their students while their colleagues observe. These teachers discuss and analyse instructional discourse, student work, and debate how the lesson programmed. Furthermore, inquiry helps them to overcome the dilemma caused by various specialisations of grade level and subject matter and forces debate among teachers about what is important. Moreover the researcher identified that this collaborative inquiry approach has promoted understanding and appreciation for the work of others.

The inquiry model is an important approach to education for sustainability in teacher professional development. Data from participatory appraisal, participatory action research and cooperative inquiry can identify and model the main factors affecting sustainability. Critical reflection in teaching, clinical supervision, autobiographical inquiry and action research were the central principles of the inquiry model stated by Crockett (2002:609-624). Furthermore he points out that recent recommendations for professional development focus attention on creating local communities that promote the practice of shared inquiry grounded in teachers' work.

Of these five models, the most widely used is 'training' and it is still the dominant model for CPD not only for teachers but for other professions as well. Sparks and Loucks-Horsley (1989) cite a number of studies in which training programs have been tied to improvements in particular types of students performance, underscoring the appropriateness of this approach to professional development. On the other hand, Little (1993), argued that training-based CPD is not enough to meet the demands of reform initiatives. In Little's view, the problem is that much of what is required in current reforms cannot be expressed in terms of specific skills and practices.

## **Other Models Related to Continuing Professional Development of Teachers**



In addition to Sparks and Loucks-Horsley's (1989) models, in many countries new models have been created for continuing development of teachers. These models cannot be separated from the five models already explained, since all of them have highlighted similar strategies under various terms. Adding two such models, Mentoring Model and Study Group Model to the Sparks and Loucks-Horsley's five models, Svensson (1997) discusses seven models of continuing teacher development. Severson explains that the mentoring model typically involves pairing an experienced and highly successful educator with a less experienced colleague. Regular opportunities are then provided for discussions of professional goals, the sharing of ideas and strategies on effective practice, reflection on current methods, on-the-job observations, and tactics for improvement. Mentoring offers a highly individualised approach to professional development that can benefit both of the individuals involved, according to Svensson (1997).

The study group model of professional development has been described by Svensson (1997) as involving the entire staff of a school in finding solutions to common problems. Staff members are generally divided into groups of four or six members each. Groups may be homogeneous or heterogeneous, and generally they stay together for at least a school year with rotating leadership. The major functions of study groups are to facilitate implementation of curricular and instructional innovations, collaboratively plan school improvement efforts and study research on teaching and learning as pointed out by Svensson (1997).

Crystal (2001) divided Sparks and Loucks-Horsley's (1989) five models described above into two groups based on who and where conducted. The first group comprises the activities and programs conducted inside the school, individually as well as through an in-group approach. Individually guided practice, teacher as researcher, self reflection, self evaluation, clinical supervision, mentoring, support group, teacher network, web-based learning, research group, team work, cooperative and collaborative projects belong to the first group. The second group comprises programs conducted for teachers by various organisations such as Teacher Centres, research centres, learning centres, distance

centres, professional development centres, universities and other teacher education institutions as out-side school activities.

Related to these two major approaches, Kalanidhi, (2001) pointed out that outside learning can be a cost-effective and efficient way to train large numbers of teachers, there is no guarantee that the learning from the outside training will be applied in classroom practice. A second problem is that, financial resources are usually targeted towards the trainer rather than the teacher, with the result that little is available for buying release time for teachers to work together and further development ideas and materials specific to their schools. Thirdly is the disregard and ignorance of the professional experience and expertise of teachers by the dominant external expert who conducts the training outside the school. Fourthly is the approach of imposing upon teachers by the external body and lack of ownership of their own professional development.

As the result of this problems Kalanidhi (2001) emphasise the advantages of the on-site development approach to overcome the shortcomings of the outside approach of the teacher development. These researchers suggest various` forms of this approach such as after-school practices with groups of teachers from one school or from a local cluster of schools, joint training side-by-side with teachers providing very best expertise, training school professional development coordinators, school projects undertaken by individuals and groups of teachers, trainer as consultant and supporters working with teachers in their classrooms. This approach can be seen as changing to meet the needs of teachers who like to enhance their professional career and at the same time contribute to whole-school development.

Sparks and Loucks-Horsley's five models have been categorised into three by Hoban (1996) who focuses on the location where practices are performing as Outside-in, Inside-in and Outside-inside models. He points out, however, that although these models can be placed into these three groups, they cannot be completely separated and models exist that have interrelated characteristics across the three models.

Hoban's outside-in model emphasises knowledge that has been generated by outside educators for teachers to develop their teaching and learning process. The training model is an example for outside-in professional development. Inside-in professional development models in Hoban's second category are those where the knowledge, skills and attitudes are developed and improved by teachers from their own experiences and which encourage them to reflect, evaluate and explore their ideas based on their beliefs, experiences and understandings. This category includes Sparks and Loucks-Horsley (1989) models of individually guided professional development, observation and assessment, development/improvement and inquiry. Co-operation or collaboration and interaction with teachers from other schools are not emphasised in these inside-in models. Hoban's third category includes models which can be described as collaborative. Professional development here involves in-school projects in collaboration with outside expertise. Inside/outside models, emphasise the combination of both inside-in and outside-in models.

Participatory approaches and collaborative working environments are shown as having positive impact this inside/outside professional development model in the research done by Karunaratne (2001) based on the "implementation of activity-based primary curriculum in 1-3 grades". Possible limitations, however, centre on the needs of the different interest groups because of their different agendas and the time and effort taken to establish and sustain the process. Teacher educators supported teachers as researchers and facilitators, to teachers when they implemented the activities in 1-3 grades. The facilitators participated in the learning-teaching process by giving a helping hand to the teachers when they faced problematic situations. This shows that an integration of inside and outside resources has a positive impact on the professional growth of teachers.

Johnson (1996) observes that the key elements of all five models mentioned above are used as multiple forms and multiple models for teacher development. According to Johnson, programs should be integrated, with short courses, action research, peer coaching and methodology, case discussions, study groups, small group problem solving journal writing, curriculum planning and professional networking. Workshops, seminars,

and training sessions should be incorporated into the multiple models to be effective for teachers.

Ginige (2001), like Hoban (1996) categorises professional development models on the basis of the location in which that professional development activity takes place and or who carries out the practices. First, short courses, workshops, working on small-scale projects, cluster or cross-school development work come under the outside model of professional development. Second, under the school-based professional development model, professional development activities are provided inside a school and targeted at a group of staff or the entire staff of the school to meet the needs of the group selected.

It is recognised that the elements of the other models described above have some kind of relevance to the five models of Sparks and Loucks-Horsley (1989). It is evident from the above description that the practices described under the models analysed in this section are effective practices for continuing professional development of teachers. Also it was revealed that the practices in one model are not sufficient for teacher development. Johnson (1996) emphasised the need for a mixed model of practices drawn from all the five models for effective teacher professional development.

## **Factors Influencing Effective Professional Development**

Research findings have revealed various factors affecting teacher professional development. A review of the literature identifies indicators such as identification of professional needs, developing school-based practices relevant to learners, teacher influence in planning, continuous support, collaboration with colleagues, multiple evaluation sources are stated as factors of influencing for continuing professional development of teachers (Crowther and Gaffney, 1993; Rueda, 1998; Villegas-Reimers and Reimers, 2000; Randazzo-Martin, 2001; National Institute of Education, (NIE), 2001; Lyda and Simms, 2001).

For effective learning to occur, the learning activity needs to be relevant to the learner. Teachers are adults and individuals so teacher professional development needs to cater for the needs of individual adult learners. Joyce and Showers (1988), earlier suggested that professional development is most effective when it is looked at in terms of individual and needs, the needs of schools and systems.

The Department for Education and Employment in the United Kingdom (DEE, 1998) recognises the importance of teacher development being relevant to the daily role of the learner.

Effective teacher training and development recognises that teachers are learners who need to relate new knowledge to their career and classroom experiences; who need to apply and critically evaluate new practice in their own contexts and require support and encouragement.  
(DEE, 1998:28)

Teacher professional development will be more effective if the teachers are supported throughout the learning process. Support in the following areas should be provided. for if teachers, professional development is to be more effective.

- Time allocated to try new knowledge and time allowed for change in practice to occur (Miller, et al. 1998).
- School leaders who are supportive of teacher professional development (Harris, 2001).
- Appropriate materials, resources, learning opportunities, and time away from teaching duties to attend courses (Northouse, 2001).
- Long-term funding (Meththananda, 2001).
- Supportive learning environments which lead to professional growth (Miller, et al., 1998).

The five areas in which support is required relate to the fact that professional development has to be recognised as an essential investment of time and money for definite returns. It should be mentioned that return on investment is an essential criterion in resource allocation. To the extent that returns from professional development are achievable, the investment decisions should be made. This calls for serious planning of activity involved in professional development.

Below is the list presented by Corcoran (1995) of five factors influencing continuing professional development practices. It indicates the importance of having a meaningful integration of all the ingredients in the process of continuing teacher development.

- i) Practices linked to school-wide efforts and school settings and embedded in teacher work.
- ii) Teachers participating as helpers to each other and as planners, with administrators in a collaborative way providing opportunities for teachers to interact with peers.
- iii) Teachers recognised as professionals and adult learners and teachers having active roles, choosing goals and activities for themselves in focusing on student learning.
- iv) Emphasis on demonstration, monitoring and evaluation procedures, and feedback that is concrete and ongoing over time.

- v) Ongoing assistance, adequate time and follow-up support available on request.  
(Corcoran,1995)

First, practices should be linked to school-wide action incorporating an important element of all-encompassing objectives to produce effects. This would address interests of a wider group of individuals. Second, teachers participating as helpers and students as outcomes puts emphasis on two-way lines of benefit creation. Third and fourth both emphasise teacher empowerment in which they are given opportunity to make their own choices and decisions by being subjects and not simply as objects handled by others. Fourth, monitoring, evaluation and feedback support are critical for the success of the practices in achieving that make sure planned outcomes. Fifth, practices involving to ongoing assistance on request would ensure sustained efforts to continue progress. All these components of the process are interrelated and mutually supportive, making similar contribution to effectiveness.

Chiu (2001) presents six variables which are similar to Corcoran's list (1995 ) of factors in effective continuing professional development of teachers as follows:

- a) it should be generated on individual teachers as well as school basis;
- b) it should be founded on a supportive school culture that addresses professional growth;
- c) it is a long-term process, thus results will take time;
- d) teacher ownership is important in order for change to be maintained;
- e) student learning outcomes must be the bottom line; and
- f) it should provide clear statements and measures for improvement.

With these criteria in mind, it is easy to view development focusing on professional growth which includes lifelong learning, acquiring advanced knowledge and skills development, understanding of teachers' beliefs and making changes in classroom behaviour and in the whole school organisation.

Providing motivation for application of new knowledge and consciously removing any de-motivating factors and creating an enabling environment for collaboration to take place are important factors highlighted by Chiu (2001). The meaning of collaboration should be understood by the members of staff. The goals could be common but the needs of the individuals could be heterogeneous. This has to be recognised and respected. When it is known that individual needs are respected a less threatening environment is created for joint decision-making on common goals. Collaboration is much more than mere participation. Providing support to teachers so that they have time for reflection on practice in a supportive and collaborative learning environment is a vital ingredient of effective continuing professional development. (Osterman and Kottkamp, (1993:66). It is known that teachers' learning is more effective when they work in collaboration with colleagues (Hargreaves,1992; Johnson, 1996).

The Illinois Staff Development Council (1998) has selected a set of factors common to effective professional development programs. The council emphasises that professional development activities tend to be more effective when participants have taken part in the process of identifying the objectives and planning the activities. Active involvement of principals is very important and effective at this stage. For professional development activities to be effective, support of all stakeholders is needed in the process. In other words, collaboration is a requirement. Professional development programs could be more successful if follow-up activities were part of the design of the program. Successful professional development activities are those which provide participants with the opportunity to be actively involved. People like to be recognised as valued, competent, liked and needed. Professional development activities that view each participant as a resource are usually more favorably received by participants (Illinois Staff Development Council, 1998).

Villegas-Reimers and Reimers (2000) highlight that as a general rule, successful professional development activities occur within the process of a low-threat, comfortable setting in which there is a degree of "psychological safety". These formulations point to the fact that professional development is an integral part of the management of the school



system, catering to student needs and the interests of the public. It is emphasised that all the elements described as effective factors of continuing professional development above are interrelated and mutually supportive in producing desired change.

## **Continuing Professional Development for Change**

A body of knowledge exists about continuing professional development and change. Change is described as the adoption of an innovation where the ultimate goal is to improve outcomes through an alteration of practice (Carlopio, 1998:2). Furthermore Carlopio notes that change is a social process, undertaken over a period of time and not a “decision event”. Those involved in the change must undergo a learning process in order to appreciate the aims and goals of the proposed change, make adaptations to cater for the new practices and be permitted to achieve personal and professional growth prior to attempting to implement the change.

According to Johnson (1991), a well-planned and implemented teacher professional development program is central in the effort to bring about change in the school and classrooms and to achieve more effective student learning and quality teaching. This indicates that teacher learning is the key to classroom change.

Furthermore, Johnson (1991) describes co-operative professional development as an approach to teacher learning in which the teacher plays an active role in deciding the needs to which professional development activities must respond and the knowledge and skills which must be learned. The teacher is an active participant in this process in constructing his or her own knowledge and being an agent of change. Teachers are encouraged to reflect on the concrete experiences of working with children in classroom and schools. Although based on individual teacher reflection in action, cooperative professional development is often structured by a group of teachers working collectively to solve problems and learn from each other in collaborative structures of help and support. Johnson defines co-operative professional development as a process in which

teams of teachers work together, using a variety of methods and structures for their own professional change. Practices such as shared talk, shared work, observing each other working and partnership in problem-solving are observed in different combinations by teachers who engage in the process. Fullan (1992) supports this view asserting that “change in behaviour, in many cases, precedes rather than follows change in beliefs” (p.250).

Fullan (1991) encourages teachers to work together as a powerful means of professional change. He further emphasises that those involved need to be aware of how deep a change they are getting into. Not only do teachers need to change but everyone and everything associated with schools will need to be part of that change. Changes in behaviour and beliefs are both necessary for successful change to occur. Effective teacher change needs effective teacher learning. As Fullan also suggests, active commitment by leaders will be necessary for freeing up necessary resources for the change to succeed.

A thought-provoking question is raised as to how professional development efforts can best encourage change. Most professional developers would agree that the goal of professional development is change in individuals’ knowledge, understanding, behaviours, skills, and values and beliefs. Turbill (1993) argues that professional development activities are a systematic attempt to bring about change; change in the classroom practice, of teachers, change in their beliefs and attitudes, and change in learning outcomes of students. Furthermore, they emphasise that a change in teachers’ beliefs and attitudes will lead to specific change in their classroom behaviours and practices which in turn will result in improving student learning.

In this context, changes of understanding, skill or behaviour are the desired outcomes of professional development. Definitions of professional development refer to changes in skills, attitude, understanding and performance. If professional development is a major force for educational reform, its efforts are best directed to promoting individual and organisational change. Educational reforms demand that teachers assume new roles and work in new ways. According to research from the National Centre for Research in

Vocational Education (NCRVE), teachers are more likely to change their teaching practice and thus help to improve school reforms.

According to Sparks (1994:25-27), to promote change in practice as well as foster a norm of continuous improvement for teachers, the activity needs to embrace a change of opportunities; it needs to look beyond the dominant training model; it needs to look at school improvement and professional development as integral to one another. It needs to be viewed not as end in itself but as an ongoing effort that connects growth needs of individuals in such a way that it promotes collaboration, reflection and inquiry; it needs to be linked to the improvement of student learning; it needs to provide assistance to individuals based upon their concerns, recognising the importance of the individual in the process of change.

As Cooper and Boyd (1996:2-3) describe, change is not linear. It is cyclical. Each of the cycles must be simultaneously considered in the efforts to change. It is a process. One cannot change one thing without changing something in the other elements of the cycle as well. Classroom practices and learning for students can not be changed if we do not address teacher learning and collegiality as well. This leads to school culture and structural changes which, in turn lead to partnerships about learning with parents, and expanded learning opportunities in the community, which further change classroom practice and professional learning opportunities and on and on it goes. Everything is interrelated (Cooper and Boyd 1996:2-3)

Hargreaves (1994) supports the view that change is what professional development is all about and it thus takes on both personal as well as organisational dimensions. Related to this idea, he focuses on three areas of change as professional change within the classroom, organisation change within the school, and professional change in an individual's role, in which teachers could get involved through their continuing professional development.

Placier and Hamilton (1994) described interaction in schools as a complex relationship and identified the following conditions that need to be in place to support effective professional change for teachers. Positive working conditions such as flexibility and opportunity for experimentation.

- Autonomy to change their practice
- Motivation to change as supported by the school culture and collegiality among the staff

To effect this professional change, teachers need to deepen their content knowledge and learn new methods of teaching, they need adequate time to work with colleagues to critically examine the new standards being proposed and to revise curriculum, and they need opportunities to develop, master and reflect on new approaches to working with children (Corcoran, 1995).

Educational change is a complex process. It emphasises the need to accompany teacher learning because change is, in essence, learning to do something differently, involving many elements here of classroom practice. At a classroom level, introducing a new curriculum may mean changing the instructional strategies, assessment and class organisation. At school level, a new curriculum may mean devising a new policy, purchasing new resources and reallocating teaching duties. And all of this takes place in the ever changing context of a school that is influenced by the combination of factors in a framework for intended change in which leadership, politics, teacher learning, context, culture, structure, teachers' lives and their work are involved.

Change in the school is more likely to happen as Hoban (2002:6) stated, when schools become as much a place for teachers to learn as the students. Hoban has noted that change in schools needs to occur simultaneously in several areas. First, efforts to change must acknowledge the complex nature of teaching and how this acts as a form of resistance to change in schools. Second, efforts to change need to address power relationships in schools while establishing an environment that is conducive to teacher

learning, because teachers cannot create and sustain the conditions for the productive development of children if those conditions do not exist for teachers.

Teachers often find themselves at the centre of major changes to improve education. Continuing professional development offers teachers the opportunities to be prepared to involve themselves in the educational changes as well as meet the educational challenges of the future. Consequently, teachers can develop the capacity to change and evolve practices as their educational institutions undergo change (Finch, 1999).

Hoban (2002) postulates that teachers' professional development, if it is to be effective, must be an integral part of how the school as a whole involves its community to improve to cope with change over time. All these explanations indicate that change is at the core of all in the name of continuing professional development. It is the expected outcome of the implementation of particular innovations and also, it is at the core of how such innovations are implemented. Innovations, implementation of such innovations, school development (restructuring, reform) and improved student achievement are all linked with the teacher as the epicentre in the whole process of change. Implementing with an innovation effectively means changing the behaviours and beliefs of teachers, students and all others in the educational process. Such a change is to be produced primarily through the performance of the teacher within the school system which itself is considered as an organisation of learning culture for the teachers as well as for the students.

### **School's Culture as a Learning Organisation**

Senge (1993) defines the Learning Organisation as the organisation in which members cannot not learn because learning is so insinuated into the fabric of life. Also he defines Learning Organisation as a group of people continually enhancing their capacity to create what they want to create.

To promote the teachers' continuous growth in the learning organisation, a supportive environment in the school is to be evident. Senge (1992); O'Neil (1995); Kerka (2002); Dumaine (1994) and McKenzie (1998) state that the supportive environment for professional learning is one of the major characteristics of the school culture as a learning organisation. In the words of Hargreaves and Fullan (1992:37) culture is '*the way we do things and relate to each other*'. Some schools have cultures that add to feelings of overload and intensification and others have the effect of reducing these feelings. Culture is about core beliefs, values and purpose, organisation and practice, and roles and relationships, as has been pointed out by Johnson (1996). School culture, according to Richardson (2001), is the accumulation of many individuals, values and norms. It is the consensus about what is important. It is group expectation, not just an individual's expectations. Further, Richardson explains that the connection between a healthy school culture and professional development should be a major consideration since it impacts on the acceptance, openness and receptivity of all school staff.

A re-conceptualisation of schools as learning organisations or learning communities is a view that could provide a valuable frame to review the culture of schools and, by implication, the curriculum and classroom practice of schools.

Learning organisation is one that learns continuously and transforms itself. Learning takes place in individuals, teams, the organisation and even the communities with which the organisation interacts. Learning is a strategically used process integrated with and running parallel to work. The learning organisation has embedded systems to capture and share learning.  
(Watkins and Marsick, 1993:8-9)

This definition emphasises the need for creating opportunity for continuous learning as part of the management culture in the school system. This in turn implies the teachers' continuous learning as continuing professional development. Authors agree that learning organisations start with the assumption that learning is valuable, continuous and most effective when shared and that every experience is an opportunity to learn. (Watkins and Marsick, 1993; Smith, (1994:68-69), offers a set of features that are present in a school which has such a learning culture:

- Strong leadership and effective management by senior staff
- Clear action plans to reach goals
- Specific and measurable targets and outcomes
- Good communication between the school and parents
- Effective human , physical and financial management
- Continuing learning opportunities for teachers
- Link individual performance with organisational performance
- Inquiry and dialogue fostered making it safe for people to share openly and to take risks.

These features are identical with necessary conditions for a learning organisation, one which performs well with a vision and mission and a leader to mobilise organisational efforts to achieve targets. Furthermore, these elements indicate positive interactions between the teachers and the principal, the student and the teachers, and parents and the school. One of the conditions is that the school is a learning organisation. Fullan (1991) and Johnson (1991) show that school-based teacher development includes as a logical step to follow the need to monitor progress which includes as monitoring pupils' performance and evaluating the school's performance.

The culture of the school has a place for professional development of all members within it, as Moran (1998) points out in explaining the importance of dedicated time for professional learning and opportunities for engaging in critical professional dialogue about teaching and the quality of pupils' learning. Furthermore Moran described, vision and leadership, collective commitment and cultural norms that emphasise improvement, knowledge or access to knowledge, organisational structures linked to learning goals and the availability of resources are key elements of the learning organisation. Such an organisation is the school where teachers as well as students teachers are learners who continually work to improve their performance.

According to Lieberman (1990), sharing opportunities, coaching and mentoring possibilities, team planning and other efforts which support inquiry and reflection have to become a more natural part of the work setting of the school as a learning organisation. Further, Lieberman (1990) states that on the issue of transforming schools into learning organisations, the structural changes of the school must encourage continuous learning. Using staff expertise to offer in-house development practices, structuring a self-contained team which encourages teacher learning and utilising interdisciplinary planning, are strategies that facilitated continuous learning. Teachers as researchers, peer coaches and teacher-developers thrive in settings where the expectation has been set that teachers were viewed as continuously learning professionals.

Tomlinson (1997) has identified five factors which create professional culture within the supportive learning organisation of the school as: the effective management of information/communication flows; shared and open planning process; clearly-defined procedures for resource allocation directly to schools; clear evaluation strategy which provides a structure for ongoing review and development; and open networking opportunities to facilitate mutual support and reflection. Tomlinson further explains that by auditing their organisational status quo in relation to their elements and then targeting specific aspects, schools are the best places for teacher development within the whole-school development agenda.

The success of what goes on in schools as learning organisations is closely linked to the type and quality of leadership, as shown by the research by Sammons, Hillman and Mortimore (1995) and Stoll (1992). Clearly, organisations do not learn, the people in them do, and individual learning may go on all the time. The difference about a learning organisation is that it promotes a culture of learning, a community of learners and it ensures that individual learning enriches and enhances the organisation as a whole. There can be no organisation learning without individual learning, but individual learning must be shared and used by the organisation (West, 1994). Principals and teachers must be learners in questioning, investigating and seeking solutions for school improvement in the learning organisation. The traditional pattern that teachers teach, students learn, and



administrators manage is completely altered. There is no longer a hierarchy of who knows more than someone else, but rather a need for everyone to contribute. (Sammons et al., (1995).

## **Leaders in Learning Organisations**

The leader's role is one of the influencing factors in the learning organisation. In this instructional arena, the leader is seen as an instructional leader. Quality professional development programs usually begin with the instructional leaders. In a study by Georgia's Council for School Performance, Haycock (1999) emphasises that one of the key roles of instructional leaders is providing opportunities for continuing development of teachers. This study further analysed differences in teacher development policies, practices, and decisions between higher and lower achieving schools. In higher achieving schools, principals were more active leaders of excellent professional development. Teachers in higher achieving schools stated that strong instructional leadership and school direction motivated them to participate in professional development. Consequently, effective professional development requires effective instructional leadership in order to motivate all staff and the school community to advocate for that development on a continuous basis.

In relation to this, McEwan (1998) found in his research that teachers in Illinois State spend at least fifty one percent of their time being with instructional leaders. According to his explanations instructional leadership is the leadership that is directly related to the processes of instruction where teachers, learners and the curriculum interact. Northouse (2001) explains that instructional leadership in a school, as a learning organisation, is a process where an individual influences a group of individuals to achieve a common goal. As well, the instructional leader, a person who has internalised leadership characteristics, must constantly think about how to organise a school and instruction so that all of the school community can grow.

The literature on leadership emphasises that teaching and learning are among the main responsibilities of a school principal. The leader communicates the school's mission clearly and consistently to staff members, parents and students and fosters standards of teaching and learning that are high and attainable. The leader does not tolerate poor teaching. This leadership makes teacher professional development a top concern in promoting an atmosphere of trust and sharing among the members of the school community. In this situation one of the key roles of principals, according to Johnson and Scull (1998), among many other writers, is the professional development of teachers.

Sergiovanni (1996) identifies the supportive leadership in the schoolhouse as one of the necessary human resources for the learning organisation. The author refers to these principals as post-heroic leaders who do not view themselves as the architects of school effectiveness. In relation to this point, Johnson and Scull (1998) express that willingness to share authority, the capacity to facilitate the work of teachers, and ability to participate without domination are the characteristics of the principal in the learning organisation. Osterman and Kottkamp, (1993:66) point out that these characteristics are not optional luxury, they are vital ingredients of having a professional development culture in the school.

For effective professional development of teachers, the study done by Harris (2001) emphasises that it requires a strong instructional leadership in order to motivate teachers in the school as a learning organisation. When reviewing the supervisory strategies and approaches of instructional leaders for promoting the continuous learning of teachers, Glatthorn and Fox (1996:7) describe the importance of the concept of teachers as adult learners in the principal's professional behaviour in and adopt practices to create a professional culture in the learning organisation of the school.

The school as a learning organisation is led by a principal who keeps the central mission of the school in the forefront and takes the needed action to accomplish that mission. The complex issue here is for the principal to empower teachers through team leadership without abdicating the principal's authority. Studies of effective principals indicate that

they have found ways of increasing teacher power while at the same time maintaining their role as instructional leaders. While working with a leadership team and a central decision-making body, the effective principal maintains an active role as instructional leader. (Glatthorn and Fox, 1996:22)

In general, principals, vice-principals and head teachers are perceived as the agents who can create a positive environment and school culture. They lead in collaborative planning, evaluating personnel, trying to have school buildings and other necessary supplies to create an effective and well-functioning school so that school personnel and students can advance to their highest potential (Pashiardis, 1997;267). This new relationship forged between principals and teachers leads to shared and collegial leadership in the school, where all grow professionally and learn to view themselves as “all playing on the same team and working toward the same goal: a better school” (Murphy, 1995).

An approach to educational change that focuses on student achievement and the school's ability to cope with change is referred to by Hopkins et al., (1997) as “school improvement”, a concept that has a vast literature of its own. School improvement is regarded as a distinct approach to educational change in that it enhances student outcomes as well as strengthening the schools' capacity for managing improvement initiatives. In this sense school improvement is about raising student achievement through focusing on teaching and learning and the conditions which support it.

## **Professional Development Needs**

Different persons and different groups of persons, different professionals have different needs. Huitt (1998) asserts that needs differ in importance and complexity. They use Maslow's categories of needs in arguing for the provision of quality education. Maslow (1970) sees human needs arranged in a series of hierarchical levels, which together contribute to a sense of wholeness and humanity. An examination of these categories of human needs shows that each has very important educational implications and all need to

be kept in balance, as related by Bishop and Denley (1997:25-26). The ways of meeting professional development needs have changed in their focus as well as in terms of organisation and methods.

Presenting five stages of career development of teachers as career entry, stabilisation, first divergent period, second divergent period and disengagement periods, Huberman (1989) identified different professional needs emerging in each stage. He emphasises that professional development practices should cater to the different needs of individual teachers relevant to each stage to be effective.

The individualistic focus on professional development through the dominant apprenticeship and course-based model of learning, has decreased in importance. In parallel, the group focus on professional learning based in or focused on the school and its collective needs has increased in importance. According to the Teacher Training Agency National Standards for Qualified Teacher in the United Kingdom (TTA, 1998), it is important for teachers understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and the subject they teach (TTA, 1998:11).

The emphasis is on the need to treat both being responsible for their own professional development and being up to date in research and development in pedagogy as parts of the same mutually reinforcing process of teacher development which results in the wider school development.

These two points indicate that professional development is earned and teachers themselves must not be merely enabled; they must be convinced that the tasks in their work can be accomplished only with professional standards, norms and conditions. Then the teachers themselves must set about achieving these. This requires dialogue, openness and a mutual feeling of ownership (Huberman, 1995). An understanding and respect for the other parties' needs and expertise have to be developed, and there may be a need for compromise in resolving conflicts of mutual interest. Parameters and principles have to

be agreed and above all, there has to be a commitment to a common purpose. Success is more likely to occur where there is some prior knowledge, understanding and respect for the ethos and culture of the respective partners. Whatever choices are made in deciding how to meet identified needs, the importance of balancing school and individual needs must not be forgotten.

An important addition is made by Steffy et al., (1999) identifying six basic phases described as novice, apprentice, professional, expert, distinguished and emeritus, which committed classroom teachers go through during their careers, with different professional needs related to each of the six basic phases of their career cycle. Teachers take this path in developing and maintaining their professional growth. This life cycle of the Career Teacher Model offers a developmental continuum useful for promoting efficacy as a teacher. It presents a vision of good practice based on transferring knowledge and contextual experience from one phase to the next. The strength of this professional life cycle is its focus on the process of how one continues to grow and become a more competent career teacher along the continuum. The six phases described above indicate conditions for effectiveness in which different professional needs of the teacher in different phase of development should be in focus.

## **Human Development Aspects of Professional Development**

Maslow's humanist theory (1970) postulates a hierarchy of needs of humans in development. A similar hierarchical structure is identifiable in the process of professional development of individuals as well. Maslow's theory has given rise to a radically different image of human nature, in which people are considered basically good and worthy of respect and that they will move towards the realisation of their potentialities if environmental conditions are right. Maslow believed that much of human behaviour could be explained by the individual's tendency to seek personal goal that make life rewarding and meaningful. He proposed that human desires or motives are innate and that they are arranged in an ascending hierarchy of priority or potency. In 1968 Abraham

Maslow presented his theory of the Hierarchy of Human Needs. Maslow suggested in this theory that in order for humans to attain self-actualisation and become empowered, certain basic human needs must be met (Bishop and Denley,1997)

Maslow (1970), explained in his theory that human behaviour is motivated by a hierarchy of human needs beginning with basic physiological needs (food, water, shelter) at the bottom of the pyramid and ending at the top with self-actualisation (full potential, creativity, aesthetic appreciation). In order for a human being to move from the bottom of the pyramid to the top, these needs must be met at each level. When applying this theory to professional development, teachers need to move through similar levels, having their needs met at each level to achieve empowerment in the professional lives at the top of the hierarchy.

At the lowest level of the pyramid, when it is applied to teachers, a set of basic needs are identified such as access to adequate time to learn while engaged in teaching. They need time to think about and practice their skills. They need reassurance that they will have this time to learn, practice and reflect before and throughout the learning-teaching process in the classroom. There must be adequate resources at the school for teachers to learn and practise. There should be school-based support to facilitate teachers incorporating new learning into their professional lives. When these basic needs are met the teacher can then progress up the hierarchy into having their safety needs met. School leaders should listen to concerns, fears, problems related to their professional lives, professional needs and practices and needs for incentives and administrative and policy support (Bailey and Pownell, 1998:8).

Moving up through the hierarchy, teachers need to feel that they belong to the system. They need peer interaction and support. They need to feel that they belong to a community of learners in which they are valued members. Teachers will need some recognition of their efforts. This recognition can come from peer support, by working in teams, and also from the school leaders and the school district. Lastly, when all these needs have been met and successful professional development of teachers has taken

place, the teacher will become self-actualised. The teacher will now be empowered to involve themselves continuously in professional development activities inside and outside the school as lifelong learners to enrich their professional lives and provide valuable contribution to the school system.

In addition to his hierarchical conception of motivation, Maslow distinguished two broad categories of human motives: deficit motives and growth motives (Geva-May and Dori, 1996). The former, deficiency or D-motives by Maslow, are a reflection of the lower needs in Maslow's motivational hierarchy, especially those concerned with physiological and safety requirements. In contrast to the D-type motives, growth motives, are also explained as meta needs. The objective of the growth motives is to enrich living by widening experiences, thus increasing the joy of being alive.

Whitaker (1997) believes that attention to motivational factors is an important starting point for the selection of appropriate educational management styles. This process involves a sensitive understanding of professional needs of teachers and aspirations without which effective engagement in professional development practices cannot be realised.

Villegas-Reimers and Reimers (2000) highlight that as a general rule, successful professional development activities occur within the process of a low-threat, comfortable setting in which there is a degree of “psychological safety”. Furthermore these two authors highlight the “psychological safety” as a basic need for having professional development activities inside or outside the school.

The relationship between the hierarchical nature of the teachers' needs and the practice for professional development is thus established and elaborated as the basis for a framework to be adopted in planning for teachers' professional development.

## **Teacher Centres**

In relation to the continuous development of teachers in Sri Lanka, the TC has an important role as revealed by the local literature. In addition, the international literature review reveals that the functions and services of TCs in other countries have played a significant role in teachers' professional development. The United Kingdom which has a long history of operating Teacher Centres, which have contributed to teacher development in different fields. Teachers' needs in terms of personal intellectual needs, personal professional needs, the needs of the school and the needs of the educational system were actualised in providing support services for teachers (Gough,1998). The particular contribution of the Teacher Centre was their local nature, the neutrality of their setting and the notion that teachers themselves were involved in the diagnosis of their needs and the development of programs to try to meet them, further stated by Gough (1998).

In Britain, Teacher Centres were being used a venue for Open University courses. In identifying the key characteristics, the main functions of Teacher Centres, were seen as providers, as facilitators, and as initiators, and offering opportunities for diagnosis and provisions for teacher development. They were local in nature, providing a swift response to needs, a secure environment and professional esteem arising from a sense of involvement. (Gough 1998).

A study done by Siyabalogoda and Gunarathnabanda in comparing two Teacher Centres, one in Sri Lanka and one in Israel (2000) revealed that multiple services have been offered by the TC in Israel, whereas TCs in Sri Lanka perform a very narrow function. The findings of the comparison further reveal that conducting one- or two-day short training sessions is the major task and the main service of the TC in Sri Lanka. Further this comparison identified that these training programs did not cover the purpose of teacher professional development since teachers' qualifications, and teaching experience were not considered when providing training opportunities for teachers. The circulars



sent out by the ministerial authorities reveal that they rely entirely on TC training programs for the STBCPD of teachers (Circular No.7, Teacher Service Minute, 1998). In contrast to the TCs in Sri Lanka. The teacher educators who work at the TCs in Israel provide opportunities for their teachers to address the needs of teachers at different stages of their career, and for different levels of commitment.

A case study of the Teacher Centres carried out by the Ministry of Education Culture and Sports in Zanzibar (2003), identified the services that the TCs had provided for teachers for the continuing professional enhancement. Upgrading programs for untrained and under qualified teachers, training programs for improving pedagogical skills of teachers, training school heads and members of school committees library facilities thereby help teachers to update the teaching learning process through reading. These were highlighted as professional services available for teachers at the TCs. In addition distance education program for teachers, and training in curriculum innovations were also identified as services of the TC.

One of the major challenges of TCs found out in the research was to move teachers from the traditional talk and chalk approach to the activity-oriented approach. It was detailed out in the research that it was focused on teaching to be child-centred rather than teacher-centred. It was more similar to the Sri Lankan situation that was explained in Chapters One and Two. As an integral part of the national education policy, the study revealed that the TCs are seen as a teacher support system and must provide short training in different subjects, provide library services, provide learning teaching materials, offer public services, typing, duplicating, offer guidance to teachers, pupils and parents, conduct work shops, and seminars, create awareness to the general public of cross-cutting issues, offer tutorial services, continuing adult classes. These factors highlighted that even though they had challenges to overcome, the TCs in Zanzibar served as multiple support centres not only for teachers but also for the general public.

## **Summary**

This chapter reviewed a selection of the literature covering all relevant aspects of the concept of Professional Development including the evolving perspective of the concept from individual development to change in the whole school system leading to broad social change. Characteristics of effective continuing professional development were presented and discussed. The main professional development models focusing on the five models produced by Dennis Sparks and Susan Loucks-Horsley were detailed with a discussion of other models. The next section focused on change within the individual, change in the school system, change in the society and the influence of professional development on these, in order for such changes to occur.

The concept of learning culture, its significance in the school as a learning organisation and the leader as instructional leader were recognised as important and were elaborated in the next section. Teachers' professional development needs were then discussed and related to human development needs generally as mutually reinforcing elements in teacher professional development and change in the school, the system and society generally.

## **Chapter Four**

### **Methodology**

#### **Introduction**

This chapter presents the research design chosen as a methodological framework for the study. First, objectives of the study are discussed and research questions are listed. Second, the outline of the research design is presented followed by a description of the qualitative research paradigm (as an umbrella term) presenting the broader context for the study. Reasons for the selection of this inquiry approach for the study, incorporating the elements of grounded theory approach, are presented for clarity. A detailed description of the data collection strategies and the design of instruments and the general framework for the data analysis appear next. This includes a sub-section on the selection of participants indicating how and why they were selected, while presenting the study's setting. Triangulation and the trustworthiness of the data are discussed. Ethical considerations of the study including the assurances of confidentiality, independence and anonymity of the respondents' data are presented with a summary of the chapter in conclusion.

The following underlying assumptions strongly influenced the researcher to carry out the study.

- At present there is a model in use for STBCPD of teachers in Sri Lanka.
- If this STBCPD is to be effective and productive, in addition to the TC-based programs, there has to be a component of school-based teacher development included in it.

- Whether it is school-based or TC-based the practices for teacher development have to be based on adult learning theories and approaches.
- There has to be an effective coordination between the authorities and the personnel responsible for the STBCPD of teachers if it is to yield best results.

Based upon the above assumptions the researcher sought to achieve the following objectives.

### **Objectives of the study**

- To investigate teachers' perceptions of STBCPD and identify the main characteristics of existing practices.
- To identify the theoretical background of the STBCPD component.
- To identify the supportive system which is available for STBCPD of teachers.
- To examine the contributions and the responsibilities of the stakeholders for providing opportunities for the teachers' STBCPD.
- To make suggestions to improve the existing model of the STBCPD of teachers.

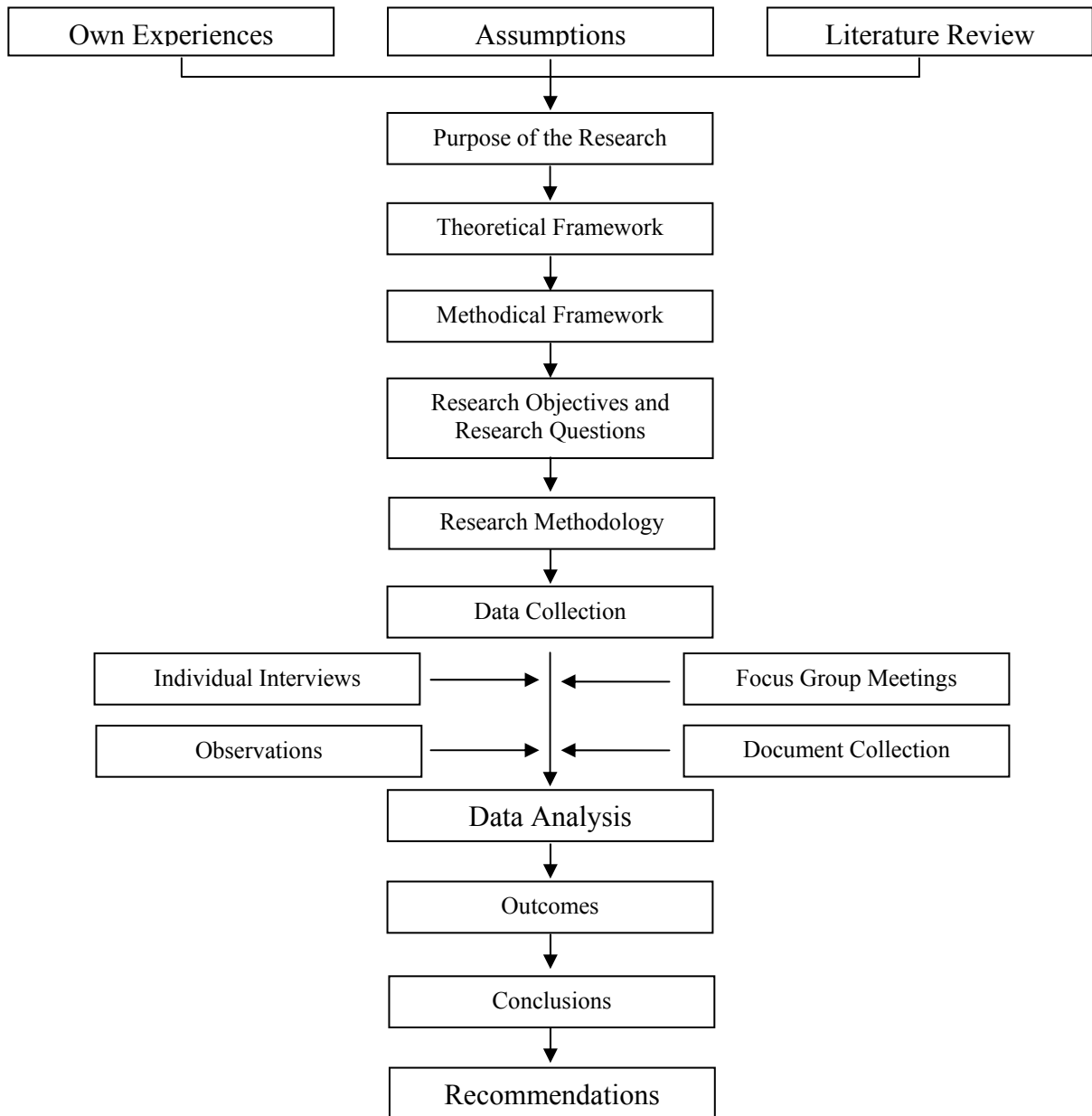
The following research questions were formulated to focus the gathering of information for the study based on the objectives for developing the existing model of the STBCPD field of teachers in Sri Lanka.

### **Main Research Questions**

- What is the current nature of Short Term Basis Continuing Professional Development (STBCPD) of teachers as it is adopted in Sri Lanka?
- To what extent do the programs in Sri Lanka reflect the principles of effective professional development?
- What are the roles and responsibilities of the groups that are involved in the providing of STBCPD of teachers?

- What strategies will be required and what elements could be incorporated to further develop the existing Sri Lankan Model of the STBCPD of Teachers?

Figure 4.1 presents the research design which incorporated the steps and processes required to answer the research questions.



**Figure 4.1 Research Design**

## **Quantitative and Qualitative Approaches for the Research**

A combination of qualitative and quantitative approaches were used in data collection from teachers, principals and teacher educators who are responsible for different areas of teacher education in order to generalise and to ensure richness of data. Efforts were made to collect responses from a sample of teachers from different levels, primary, junior and upper secondary, to examine their perceptions on teacher development, its status and approaches adopted in the past and at present, and their future expectations from teacher professional development.

Efforts were also made to focus on how teachers continue in service with expectations for their professional growth: what opportunities and support are available; what they actually receive; and how elaborately could the participants of the research indicate the levels and nature of the professional practices. With these efforts, this study incorporated both qualitative and quantitative research approaches, primarily utilising qualitative methods with frequency distributions for quantitative data analysis to provide further analysis of the context and of relevant subject matter.

The following points indicate why the research gave priority to the qualitative approach. As Morse and Field (1995) posited,

Qualitative research enables us to make sense of reality and explain the social world and to develop explanatory models and theories (p1).

The qualitative approach was selected here because of its characteristics as identified by Bogdan and Biklen, (1998) and Lincoln and Guba (1985):

- Reality is subjective and multiple as seen by participants in the study.
- The researcher interacts with the phenomena being researched.
- The language is informal and personal.
- The process of research is interactive with feedback loop between design and idea.

- Categories are identified during research.
- Patterns and theories are developed for understanding.
- The research is accurate and reliable through verification.
- The research is context bound.

The qualitative researcher is viewed as a person involved in a real social setting with the intent of living in that setting over time. The researcher studies a social setting to understand the meaning of participants' lives in the participants' own terms (Denzin and Lincoln, 1994: 210).

Qualitative research involves, according to Denzin and Lincoln (1994), the following:

The study uses a collection of a variety of empirical materials, case studies, personal experiences, introspective, life history, interview, observational and visual texts – that describe routine and problematic moments and meanings in individuals' lives. Accordingly, qualitative researchers deploy a wide range of interconnected methods hoping always to get a better fix on the subject matter at hand.  
(Denzin and Lincoln, 1994: 210)

The use of interconnected methods is advocated in qualitative research. Vulliamy, et al., (1990) state that:

Qualitative research is holistic in the sense that it attempts to provide a contextual understanding of the complex interrelationships of causes and consequences that affect human behaviour. In doing so, it seeks to avoid either the deliberative manipulation of variables or the study of attitudes or indicators as variables isolated from the wider totality. A further consequence of this holistic emphasis is that qualitative research tends to incorporate a wide variety of specific research techniques, even within one research project.  
(Vulliamy et al., 1990:11)

Many researchers claim that qualitative research represents a more human and holistic approach to the educational setting. As Bogdan and Biklen (1992) note:

In education, qualitative research is frequently called naturalistic because the researcher hangs around where the events she/he is interested in naturally occur. And people engaging in natural behaviour gather the data; talking, visiting, looking, listening and so on.  
(Bogdan and Biklen, 1992:3)

Professional development perspectives could be very personal and could vary from individual to individual in expectations and behavioural responses to opportunities available. In order to filter out the extent to which perspectives of individuals go in the same directions as the organisational perspectives for enhanced performance, it is necessary to engage individuals fully in the setting in which the subjects would interact in a relaxed mode to express opinions closer to personal feelings.

In this study, the researcher attempted to understand the varied experiences the participants had during the STBCPD practices. As the researcher gathered individual descriptions and experiences, the researcher drew meaning from them in a systematic fashion while retaining the richness of individuals' experiences. The patterns and relationships emerged inductively. As they emerged, the researcher developed themes which the researcher compared, contrasted, and documented. The meaning and understandings were reported in words rather than numbers.

This research incorporated elements of grounded theory. Grounded theory is a qualitative methodology for developing theory that is grounded in data systematically gathered and analysed. Glaser, (1992) described grounded theory as a technique which supports the existence of a theory. Grounded theory starts with a set of experiences to be explored. It begins with general research questions in a research situation (Chamaz, 1990:167). Within that situation, the task of the researcher is to understand what is happening there and how the clients manage their roles. Thus, one of the advantages of using elements of grounded theory is that it allows the researcher close access to a particular phenomenon in its natural setting.

One of the features of grounded theory approach in education is the wide variety of data collection and data analysis techniques used. This study utilised the data collection



methods of interviews, observations, meetings, journal writings and reviews of documentation.

Given its priority on qualitative approaches, this study also utilised frequency distributions for data interpretive methods in the quantitative paradigm. Researchers (Miles and Huberman, 1994; Bogdan and Biklen, 1998) present some of the evidence of research using both approaches together. Vulliamy et al. (1990) say that it is important for researchers to realise that quantitative and qualitative methods can be used in conjunction with each other. Researchers can simultaneously employ qualitative and quantitative methods if studies are planned carefully and carried out conscientiously. Emphasising the combination of the both methods, Milles and Huberman (1994) agree that two research methods need each other more often than not.

According to the main aim, the qualitative researcher tends to report perceptions and viewpoints that provide a deep understanding of why things are happening in the field they research. Different ways and methods are used in order to understand the field researched. In this research, the researcher conducted focus group meetings, individual interviews and observations using semi-structured and open-ended questions. As a result of the multiple data collecting approach, the researcher wanted to use quantitative data to validate, explain, illustrate and reinterpret qualitative data gathered from the field of the research.

## **The Cultures of Inquiry**

The main purpose of this study is to examine the nature of the existing model of STBCPD of teachers in Sri Lanka, and identify ways in which the existing model could be improved. Therefore, this study is a naturalistic inquiry utilising qualitative methods of data collection and analysing with some use of simple quantitative data analysing techniques.

Naturalistic inquiry attempts to generate new knowledge through the analysis, critique, extension and integration of existing theories and concepts. While this study attempted to analyse the process and the intentions of the existing STBCPD model, the study was not an evaluation of outcomes, or a systematic evaluation of overall achievements. It was however, responsive to the claims, issues and concerns of the key beneficiaries and could in that sense be called a responsive evaluation. (Stake, 1995; Lincoln and Guba, 1985). Another way to describe the focus on experience as a consequence of participant's involvement in the program is to say it is a process evaluation (Patton, 1990:95).

This naturalistic inquiry explored the existing model of the STBCPD, which had been implemented from 1998 up to the stage of data gathering of the study. Since the researcher's involvement is with the National Institute of Education (NIE), which is a responsible key institution for the academic component of teacher education, the inquiry is limited to investigate only the academic process, not the administrative and management process of the component of STBCPD of teachers. Since the Ministry of Education, Provincial, Region and Zonal Education Authorities are responsible for the administration and management fields, the NIE does not possess the authority to influence or investigate these fields. On the other hand, even if the NIE were to undertake research in these two areas, the findings would neither be forceful nor would they be accepted for implementation to make a change in the ministerial administrative and management framework and, therefore, would not serve a useful purpose to NIE tasks. Also, the above administrative and management authorities, including the Ministry of Education, cannot influence the academic component of the STBCPD. However these two major areas have a core relation to one another since data obtained through data gathering techniques were eventually found to relate to the administration and management fields.

This naturalistic inquiry attempts to generate new knowledge through the analysis, critique extension and integration of existing principles, theories, concepts, approaches, procedures and the professional coordination of the academic process of the STBCPD of teachers. The researcher's interest was to make observations and recommendations

concerning the existing model of the academic process of the STBCPD practices and therefore the research aimed at developing a theoretical framework within which such an analysis could be made.

The use of multiple sources in data gathering enabled the researcher to use triangulation for validating findings. This strategy increased confidence in the trustworthiness of the research data.

### **Data Collection Strategies and Approaches**

In this study, the researcher utilised a variety of data collection strategies to ensure that all data do not come from one source. The triangulation (Cohen, Manion and Morrison, 2000:112) of data allows the researcher to check on inferences drawn from one source of data towards another, for example, respondent validation. Triangulation also allows the researcher to validate data as one data collecting method would act as a check on the result of another. This process allows for checking inconsistencies within the data collected for the research.

### **Participants and Setting of the Study.**

At present, Teacher Centre (TCs) are authorised to provide opportunities for teachers to undertake STBCPD. In this study therefore, one Teacher Centre out of the eighty-four TCs located in the eighty-four educational zones was selected as the central point of the study. Between 70 to 130 schools are located in each educational zone and all teachers in these schools have to be supported by the TC for their STBCPD. According to the Handbooks of TCs and Continuing Teacher Development (see Chapter Two) all TCs enjoy the same human and physical facilities. Also the structure and the implementation process of STBCPD activities in all TCs are similar in nature, so that the findings of the research can be generalised to some extent with respect to all the TCs in Sri Lanka.

The schools selected for the study belong to the selected TC. Its geographical location is in the metropolitan area of a city, 216 km away from the Colombo educational zone in which the capital city is located. The total teacher population in the zone is 1633 and out of this number, 474 are male and 1159 female teachers.

The Teacher Centre has been established at the centre of the educational zone, which could be accessed by all the teachers employed in 123 schools located in the zone. Three instructors, who work on a full-time basis including the Teacher Centre coordinator and two part time instructors, participated in the study and were involved from the preliminary planning stage up to the end of the fieldwork.

One hundred and eighteen teachers, who had experience in STBCPD practices, participated as key respondents in this study since it was teachers who were the major beneficiaries of the STBCPD. Out of this number 54 respondents participated in ten focus group meetings and the other 64 took part in two observed training sessions. Each focus group consisted of five teachers except two groups which had seven. The ten focus groups represented ten schools. Teachers were selected using stratified sampling methods for the study to collect data on their perceptions, experiences and beliefs in relation to the research questions. Teachers were given the opportunity to provide their responses and comments about what concerns, challenges and appropriate strategies could be employed or used in developing the existing STBCPD model.

All schools in Sri Lanka are categorised into four types as described in earlier this report (see Chapter Two). For this study ten schools were selected from the educational zone where the Teacher Centre is established, and were of different categories, 1AB, 1C, Type 2 and Type 3. The 1AB school is a national school. The selection of the schools from an educational zone where that the Teacher Centre is established was one of the limitations of this study. The findings of the study can be generalised to some extent since all types of schools are similar in basic characteristics.

In relation to this point, Karunaratne (1990), in her study of classrooms in two education zones, Colombo and Puttalam, found similarities with respect to the provisions of resources in two zones, in large and small schools. However, in both zones large schools enjoyed many more human and physical resources than smaller schools. The sample represents all types of schools where the basic resources and infrastructure facilities are similar. Any variation among schools is mainly attributed to parental intervention.

**Table 4.1 School Type, People, Gender and Distance from the TC**

School Number	Type of Schools	Gender	Distance (Km)
No. 1	1AB	Girls	00
No. 2	2	Mixed	06
No. 3	1C	Boys	09
No. 4	3	Girls	10
No. 5	1AB	Boys	12
No. 6	1C	Girls	13
No. 7	2	Mixed	15
No. 8	1C	Mixed	17
No. 9	1AB	Mixed	18
No. 10	3	Mixed	20

Three schools are situated close to the TC while other schools are between ten and twenty kilometres away from the TC. There is a policy issued by the Ministry when establishing the TC, which states that the Teacher Centre should be at a central point of the educational zone and be easily accessed by all teachers who teach in that zone (Education Policy, 1997:45) The researcher visited the ten schools to conduct interviews and focus group meetings. Both focus group meetings and interviews were conducted on the same day in each school.

When conducting meetings and interviews the researcher spent one whole day in each of the schools and also obtained permission from principals to conduct informal

observations of school activities in general and access documents such as records and reports of teachers' professional needs, professional practices, teachers' comments on participated sessions, information received from the Teacher Centre, special records of the schools, records of monthly meeting of principals and the records of school development society. This enabled the researcher to understand the school context and the culture to form each school's profile.

The researcher conducted all meetings and interviews in the school settings preferred by interviewees. This was done to make interviewees comfortable. The consent forms and information sheets for the teachers and principals were distributed and they were asked to take their time to read leisurely before giving their consent to be participants in the research. Before conducting the meetings, interviews and training programs all consent forms were collected and copies kept by participants.

**Table 4.2 Characteristics of Teacher Participants in Focus Groups**

Teachers		Qualification	Experience		Subject Taught
No.	Sex		Years	Age	
1	F	Degree, PGDE, MEd	23	54	Mod Econ Lang and
2	M	Degree, PGDE	11	46	Science
3	F	Trained	12	40	Primary
4	F	Trained Graduate	13	38	English
5	M	Degree, PGDE	17	47	Maths
6	F	Diploma in Teaching	07	31	Aesthetics
7	M	Trained Graduate	16	40	Agri
8	M	Trained Certificate	06	36	Maths
9	F	Diploma in Teaching	09	29	English

Teachers		Qualification	Experience		Subject Taught
No.	Sex		Years	Age	
10	M	Teaching Diploma	06	30	Social Studies
11	F	Degree, PGDE	11	43	Science
12	F	Trained Certificate	12	51	Primary
13	F	Trained Graduate	14	47	Econ, Comm
14	M	Trained Certificate	13	46	Maths
15	F	Degree, Diploma	15	47	M Ta, Econ, Comm
16	F	Diploma in Teaching	08	32	English
17	F	Trained Graduate	07	39	Science
18	M	Diploma in Teaching	03	28	Primary
19	F	Diploma in Teaching	09 Mon	26	Primary
20	F	Trained Certificate	11	38	English
21	F	Degree, PGDE	20	55	Science
22	M	Degree, PGDE	05	46	Maths
23	F	Degree, PGDE	25	56	Science
24	F	Trained Graduate	10	40	English
25	M	Trained Graduate	12	44	Aesthetics
26	F	Trained Certificate	04	30	Phys Ed
27	M	Diploma in Teaching	07	33	Primary
28	F	Diploma in Teaching	06	31	English
29	M	Trained Certificate	13	37	Primary
30	F	Trained Graduate	10	36	Comm and Econ
31	F	Degree, PGDE	15	47	Mod Lang, History
32	M	Trained Certificate	13	47	Social Studies, Mod Lang
33	F	Degree, PGDE	18	53	Science
34	F	Degree, PGDE	11	42	Social Studies, Mod Lang

Teachers		Qualification	Experience		Subject Taught
No.	Sex		Years	Age	
35	M	Trained Certificate	24	57	English
36	F	Diploma in Teaching	06	31	Phys Ed
37	F	Trained Certificate	12	43	Primary
38	M	Diploma in Teaching	08	33	English
39	F	Degree, PGDE	15	52	Science
40	M	Trained Certificate	12	37	Primary
41	F	Trained Graduate	15	45	Social Studies, Econ
42	F	Trained Certificate	10	44	Geo, Hist
43	M	Degree, PGDE	12	44	Science
44	F	Trained Certificate	05	35	English
45	F	Diploma in Teaching	04	31	Agri, Phys Ed
46	M	Degree, PGDE	20	56	Maths
47	F	Degree, PGDE	16	53	Science
48	M	Degree, PGDE	13	50	Comm, Econ
49	F	Trained Graduate	11	43	Primary
50	M	Trained Certificate	19	53	Primary
51	F	Diploma in Teaching	07	30	English
52	F	Trained Certificate	12	41	Primary
53	M	Diploma in Teaching	11	34	Aesthetics
54	F	Degree, PGDE	19	54	Primary

Leadership influences are a key factor in teacher development, therefore principals were selected to participate in the study for further exploration of the research questions.



**Table 4.3 Characteristics of Principal participants**

Principals		Qualification	Experience		Age
No.	Sex		Teacher	Principal	
1	F	Degree, PGDE, PGDM	12	11	52
2	M	Tra:Cert, Degree, PGDE, DM	11	14	54
3	M	Tra:Cert, DM	15	12	56
4	F	Degree, MA, PGDM	12	07	49
5	M	Degree, PGDE, PGDM	13	07	51
6	F	Degree, PGDM	12	10	53
7	M	Tra:Cert, DM	10	11	51
8	M	Degree, M.Ed, PGDE	16	04	50
9	M	Degree, PGDM	11	13	55
10	F	Tra:Cert, DM	12	17	57

With the assistance of the Teacher Centre coordinator, school principals were circularised by mail to be advised of the research project. In addition, the researcher personally contacted ten principals by phone and arranged to meet them in their schools to plan the focus group meetings and individual interviews. The researcher visited each of the ten schools and met the principals who participated in individual interviews for the study. Out of the ten four were female and six were male principals. The information received from the principals enabled teachers selected for the study to be representative of all teachers' categories and sections within their schools. The researcher met all teachers and had brief discussions to provide information about the research and what the researcher expected of them. The ten principals were selected representing all the four types of schools as referred to in Table 4.1 and the ten focus groups consisted of fifty-four teachers from the ten selected schools. They were from diverse backgrounds which permitted comparison across groups.

In addition to the TC's instructors, including the TC co-coordinator, two instructors who had been recruited as fulltime instructors and two part time instructors who work two days in schools and three days in the centre, two teacher educators who work as program developers and the members of the project in the NIE participated in the research as participants for one focus group meeting as the second principle data gathering source of the study. The appropriate consent forms and information sheets were given out by the researcher and collected, along with relevant information, with signatures, before conducting the meeting.

One teacher educator from the two in the NIE had been appointed as a new project leader due to the study leave taken by the former project leader. They were all experienced teacher educators who had substantial and involvement in many in-service teacher training programs. Their qualifications and experiences in the field indicated as follows.

**Table 4.4 Characteristics of Participant Teacher Educators**

Category	Qualifications	Service		Age
		Teacher	Teacher Educator	
Centre Coordinator	Degree and M.Ed	10	18	56
Instructor 1 – Full time	Degree and PGDE	07	04	40
Instructor 2 – Full time	Degree and PGDE	07	05	41
Instructor 1 – Part time	Degree and PGDE	12	12	55
Instructor 2 – Part time	Degree and PGDE	13	12	56
Program-Developers (P.M)	Trained Cert, Degree, M.Ed	15	20	58
Program-Developers (P.M)	Degree, M.Ed	10	13	50

An individual interview was conducted with the senior academic officer of the National Institute of Education. The officer was contacted by the researcher and the researcher was asked to come to his office to interview him. The consent form and information sheet were given and the signed forms were collected before the interview while the officer kept copies.

**Table 4.5 Characteristics of Participants in First Training Session**

Teachers		Qualifications	Experience as a Trained Teacher (Years)	Age (Years)	Subjects Taught
No.	Gender				
1	F	Trained	08	36	Primary
2	F	Diploma	05	30	Primary
3	F	Tra.Degree	16	48	Primary
4	M	Trained	06	31	Primary
5	F	Tra.Degree	17	51	Primary
6	F	Degree, PGDE	11	43	Primary
7	F	Tra.Degree	12	40	Primary
8	F	Degree, PDGE	20	50	Primary
9	F	Diploma	04	29	Primary
10	F	Diploma	07	32	Primary
11	M	Degree, PGDE	12	46	Primary
12	F	Tra.Degree	29	57	Primary
13	F	Tra.Degree	12	42	Primary
14	F	Degree, PGDE	13	42	Primary
15	F	Diploma	04	29	Primary
16	F	Trained	11	38	Primary
17	F	Trained	11	35	Primary
18	F	Tra.Degree	12	44	Primary
19	M	Dip. Degree	09	36	Primary
20	F	Trained	12	39	Primary
21	F	Degree, PGDE	22	52	Primary

Teachers	Qualifications	Experience as a Trained Teacher (Years)	Age (Years)	Subjects Taught	Teachers
22	F	Tra.Degree	19	48	Primary
23	F	Tra.Degree	13	41	Primary
24	F	Diploma	03	28	Primary
25	F	Degree, PGDE	15	47	Primary
26	F	Trained	12	37	Primary
27	F	Trained	22	50	Primary
28	M	Diploma	04	29	Primary
29	F	Diploma	08	33	Primary
30	F	Tra.Degree	14	45	Primary
31	F	Degree, PGDE	24	55	Primary

All participants were primary teachers since the program was related to the primary curriculum which has been implemented since 1998. Thirty-one primary teachers were called for the training program but one male teacher and three female teachers were absent.

**Table 4.6 Characteristics of Participants in Second Training Session**

Teachers		Qualifications	Experience as Trained Teacher (Years)	Age (Years)	Subjects Taught
No.	Gender				
1	F	Tra. Degree	12	41	Mod Lang, Social Studies
2	F	Trained	12	39	English
3	F	Diploma	07	31	Maths
4	F	Degree, PGDE	07	35	Science
5	F	Tra. Degree	14	43	Primary
6	F	Degree, PGDE	21	51	Commerce
7	F	Degree, PGDE	14	44	Economics
8	F	Trained	07	32	Dancing
9	F	Diploma	03	28	English
10	F	Degree, PGDE	13	42	Primary
11	F	Tra. Degree	10	39	Social Studies
12	M	Tra. Degree	12	39	Arts
13	F	Diploma	04	29	Geography
14	F	Degree	13	47	Maths
15	F	Degree, PGDE	08	38	Agriculture
16	F	Trained	13	40	Music
17	F	Degree, GDE	22	52	Mod Lang
18	F	Tra. Degree	16	46	Social Studies

Teachers		Qualifications	Experience as Trained Teacher (Years)	Age (Years)	Subjects Taught
No.	Gender				
19	F	Degree, PGDE	13	39	Science
20	F	Degree, PGDE	18	48	Commerce
21	F	Diploma	06	32	English
22	F	Trained	08	34	Primary
23	M	Diploma	05	30	English
24	F	Trained	11	46	Social Studies
25	F	Tra. Degree	22	50	Phys Ed
26	F	Degree, PGDE	10	39	Maths
27	F	Tra. Degree	17	46	Primary
28	F	Tra. Degree	15	44	Mod Lang
29	M	Tra. Degree	12	39	Health Science
30	F	Tra. Degree	23	52	Religion
31	F	Degree. PGDE	10	37	Economics
32	F	Degree, PGDE	12	40	Geography
33	M	Trained	02	27	Agriculture

This was a common training session for all teachers. The teachers from primary, junior and upper secondary as well as the advanced level section were summoned for the training program. So their subject backgrounds and levels were varied. Two male teachers were absent from the original list of participants.

## **Focus Group Meetings**

Semi-structured focus group meetings were one of the principal data-gathering techniques used in this study and it allowed the participants to provide more encompassing views in relation to the research questions. Their views obtained through the focus group meetings were recorded for further investigation. Thirty open ended questions were used to focus the group discussions. Relations and communications between the researcher and the respondents remained smooth and cordial.

Krueger (1994:54-55) suggested that a focus group works best when the moderator utilises several different types of question, each of which serves a distinct purpose. He classified question types as follows: Opening Question, Introductory Questions, Transition Question, Key Questions and Ending Questions.

The researcher planned a questioning path (see Appendix A) that followed this sequence in seeking the perceptions of teachers on the research issues. According to Morgan (1988:25) a focus group consolidates one specific technique of investigation to collect qualitative data through interaction to produce comprehensive data and insights from various participants in the group. The intention here was to capture the perceptions of the extent and nature of the professional development experience of teachers and their views and concerns on processes and strategies for improvement. These interactive settings allowed the participants to produce more relaxed relevant responses on the investigated issues. The researcher carefully recorded opinions and perceptions obtained through meetings.

During the focus group activities, it was sometimes necessary to phrase and rephrase questions if requested by the respondents, so that they clearly understood the questions. Elaboration, explanation and clarification were used in the discussions to clarify difficult issues with the participants. The researcher conducted two pilot focus group meetings with two other groups of teachers. Focus group meetings were taped and all interviews were transcribed from tape in Sinhala, then translated from Sinhala into English.

The original plan was to conduct five focus group meetings. However, this number was changed after having a preliminary discussion with the centre coordinator in organising the fieldwork for data collection. Based on the number of schools and teachers in the zone the researcher decided to extend the number to ten to increase the credibility, reliability and trustworthiness of the study, specifically the data collected through the focus group meetings.

The researcher planned to spend approximately two hours duration per focus group meeting. However, when the meetings were conducted the time often extended to three or four hours. The researcher had several informal discussions with the teachers either before or after the focus group meetings. On such occasions relevant information was recorded through journal notes. It was thought that taking a longer time to conduct the meeting would help the researcher to collect more data. The meeting setting was made as natural as possible. Although the teachers knew that their talking would be recorded, they expressed their views freely and without hesitation. The ten meetings were audio-taped and field notes were taken and transcribed by the researcher for analysis.

### **Selecting Sample for Focus Group Meetings**

The stratified sampling procedures were utilised in selecting the research sample since the research population consisted of multiple sub-groups and elements, as identified in Tables 4.1, 4.2, 4.3, 4.4 and 4.5. The researcher's aim was to select research participants representing all sub-groups and elements of the research population.

A stratified sample can be defined as one in which every member of the population has an equal chance of being selected in relation to their proportion within the total population (Denzin and Lincoln, 1994). In the first instance, the stratified sampling is continuous to adhere to the underlying principle of randomness. However, it adds some boundaries to the process of selection and applies the principle of randomness within



these boundaries. It is something of a mixture of random selection and selection on the basis of specific identity or purpose. When constructing the sample, the researcher chooses wisely so that, in addition to the other variables:

- all relevant categories of sex and age are included with qualifications, experience and the subject taught;
- the numbers included for each category are directly in proportion to those in the wider population.

The significant advantage of stratified sampling over pure random sampling is that the social researcher can assert some control over the selection of the sample in order to guarantee that crucial people or crucial factors are covered by it and in proportion to the way they exist in the wider population. This obviously helps the researcher when it comes to generalising from the findings of the research (Denscombe, 2001:12).

## **Analysis of Focus Group Data**

The audio-taped focus group meeting data as well as the field notes were all transcribed. The systematic analysis of the data was done by using colour highlighting pens so that all statements that pointed out similar ideas were coloured similarly and put in the same group. There were times when the same response was given to different questions asked under a different theme. The responses were first grouped according to the themes. The second stage considered responses that provided useful background explanations. The third stage was a consideration of a group of responses that provided a deeper insight to emerging but related issues, which had not been foreseen by the researcher.

There were some respondents in the focus group meetings who were more articulate than others and tended to speak on behalf of the groups. Therefore, illustrative quotes were captured acknowledging the person who actually spoke with the approval or support of other members of the group. Some responses were very prominent, given under different

circumstances and in different localities. This signaled to the interviewer a sense of relatively greater importance attached to some of the issues by the respondents.

The results from the focus groups were coded and placed into categories or themes. The emergent themes were classified and coded for further discussion that could lead to discussion and recommendations for implementation. The mode of analysis included the separation of words and phrases from transcription for coding of themes and topic organisation purposes.

## **Interviews**

Semi-structured interviews with principals and the senior academic officer of the National Institute of Education were the third principal data-gathering source of the study. Semi-structured interviews are a major tool in qualitative research. They allow the interviewer to set the initial topic area but the participant is enabled to move into after areas which are perceived to be of significance. Semi-structured interviewing provides occasions for close researcher-informant interaction. Although the researcher's personal feelings/ subjectivity can be involved, it provides a distance-reducing experience to the researcher and to the informants (Burns, 1996).

In semi-structured interviews, researchers have to be prepared to follow unexpected leads that arise in the course of the interviewing. The depth of data from semi-structured interviews is enhanced by the use of prompts such as "tell me more" and "explain" in pursuing points of interest and helping to capture how informants think about something (Glesne and Peshkin, 1992).

Accordingly, the purpose of interviewing is to allow us to enter into the other person's perspective. By providing access to what is inside a person's head, it is possible to explore what a person knows, what a person likes or dislikes and what a person think in

terms of attitudes and beliefs (Tuckman, 1972, cited in Cohen, Manion and Morrison, 2000:268).

Semi-structured interviews are built around a core of structured questions from which the interviewer branches off to explore responses in depth. Although semi-structured interview is one that consists of questions worked out by the researcher in advance, the interviewer is free to modify the order of these questions, based on their perception of what seems most appropriate in the context of the conversation. The interviewer can also change the way the questions are worded, give explanations, leave out particular questions which seem inappropriate with a particular interviewee or include additional ones (Burns, 1996).

All participants here were notified by prior appointment and the researcher spent approximately two hours for each meeting. Three participants lived in the school quarters, and therefore they preferred to have their interviews after school hours. Twenty-five open ended questions (Appendix B) were utilised with ten semi-structured interviews. During the interviews it was at times necessary to rephrase questions for the respondents to clarify the meaning of the questions. Probing strategies were used to obtain further elaboration, explanation and clarification from the subject.

Creation of a friendly atmosphere during interviews was necessary. Cohen et al. (2000:269) noted that providing a relaxed atmosphere is important for the acquisition of trustworthy data. This atmosphere was created in all the interviews in this study.

All participants were quite willing to have informal discussions with the researcher. All were audio taped and notes were taken. The interviews were transcribed first from the tape to written Sinhala text. They were then translated from Sinhala into English. The respondents spoke in Sinhala as this inquiry was held in a metropolitan area of Sri Lanka, where Sinhala was the predominant language.

## **Analysis of Interview Data**

Interviews were coded and placed into categories. For example, if the respondents gave comments about the insufficiency of written documents and training aids for training delivery, they were placed under a coded “facility” category. Bogdan and Biklen’s (1992:124 and 166) basic method of organising words and phases from interviews under coding themes and categories was successfully adopted in this data analysis. These methods allowed the researcher to sort the interview data, so that words bearing on a given topic could be separated from other words for discussion.

## **Observation**

Unstructured observation is used to investigate any behaviour or events relevant to answering the research questions. This process is much more open ended as with much qualitative research. Observation was used in the study as one of several other tools which added value in understanding the actual context and the nature of the STBCPD. The focus group meetings and individual interview data were supplemented by the observation data. It has a present orientation, recording what occurs as it occurs. It has a reality verifying character whereby what people say they do can be compared with what they actually do to the extent that observer bias and dispositions do not interfere with the observation. It allows the researcher to observe behaviour in its natural setting.

The researcher chose to observe two training sessions which had been planned to be conducted according to the monthly work plan of the TC. Participants in the training session were called by the Teacher Centre coordinator following the normal procedures for teachers to participate in the TC training programs. At the beginning of the training session, the instructors and the participants were informed about the research and the purpose of video-taping the session. Since the instructors knew that the training program would be observed, it was expected that they would not be conducting a special training session but would follow their normal training program as far as possible.

The purpose of observing and video taping the sessions was to get to know the actual characteristics and the natural setting of the training program and to enable the researcher to experience and witness the implementation of the whole training process.

Two training programs were observed at the Teacher Centre to identify the procedures, teacher involvement and to obtain a sense of the training session's scope and the instructor's role, and to identify the practices and the learning environment of the session which have been already incorporated into the training activities.

From these training sessions which were observed, one training session which represented a common session conducted by all the teacher centres was video taped. The video tape was also a valuable source for the researcher to utilise at any later time for analysis of how training activities were being implemented and to compare the data which were collected from other sources, especially in the data analysing stage. Elements of grounded theory were incorporated when observing the training session.

The researcher did not use a structured observation schedule for the observation. As described by Morse and Field (1995), even without a formal and predetermined observation schedule we bring with us our own interior observation schedule which will be a frame in terms of our beliefs, attitudes and ideologies. However, when analysing the whole process of the training session, the semi-structured schedule (Appendix E) was used as a guideline and a primary analytical tool which helped the researcher to compare and triangulate the data which had been gathered from other sources.

## **Documents**

A document review was undertaken of official records and reports including:

- Public documents related to in-service teacher development including policy documents and circulars
- Monthly and annual plans of the NIE, TCs and schools
- Study reports on professional development of teachers
- Reports of assessment of professional needs of teachers
- Reflection notes of teachers
- Handbooks on teacher education
- Teacher training manuals and activity books

These documents were selected because of their relevance to the research questions, specifically to explore the existing situation of STBCPD of teachers. Patton (1990:223) points out that documents not only provide a rich source of information but also can give the researcher ideas for asking other questions. Documents were used in this research both primary source of data and as an auxiliary source to supplement information gathered from other sources. As Bogdan and Biklen (1992) state, qualitative researchers are increasingly using documents as primary sources of data.

## **Analysis of Documentary Data**

Assessment of these documents was undertaken to discover the nature, type of options and provisions of professional development, practices, content and the process, policies, rules and regulations in regards to the context of the study.

## **Field Notes**

Field notes were kept during fieldwork in Sri Lanka. According to the explanation presented by Bogdan and Biklen (1998), field notes consist of two kinds of material. The first is descriptive, in which the aim is to provide a word picture of the setting, people, actions and conversations as observed. The other is reflective, in which it captures more

of the observer's frame of mind, ideas and concerns. The field notes collected for this study are descriptive, because they represent the researcher's best effort to objectively record the details of what occurred in the field, and reflective because they allow ideas and concerns and insights to emerge from the observations.

A major strength of the field note approach is that it is not rigidly structured. However, it allows the researcher to record specific information relevant to events to reflect on during the interpretation phase of data analysis. This was a very useful tool during the fieldwork, and served as a backup in case of problems with the audio tapes. The purpose of keeping field notes was not simply to document the events the researcher was studying, but to record reflections upon those events that the researcher had incorporated into the study.

### **Triangulation and trustworthiness of the data**

The purpose of using a multi-method approach to data gathering is to ensure that all the data does not come from one source. The triangulation (Cohen, Manion, and Morrison 2000:112) of data allows the researcher to check on inferences drawn from one source of data with data from another source. Triangulation also allows the researcher to validate data as one data collecting method would act as a check on the findings of another. This process allows for checking up on any inconsistencies within the data from one of the research methods. Woods (1986:87) asserts that validating accounts is strengthened through the process of triangulation. Trustworthiness of the data gathering in this research was reflected by the utilised methods.

The use of focus group meetings, individual interviews, observations, document analysis and the researcher's field notes enabled triangulation of data gathering. The researcher made all efforts to collect data in a manner that was as unbiased and accurate as possible through the various strategies discussed above.

Other factors contributing to the quality and trustworthiness of this research include the prior experience of the researcher, selection of representative respondents, confidentiality, anonymity, and independence from the stakeholders in the formulation and application of the research instruments, as indicated clearly in the information sheets that are included in the Appendixes.

## **Ethical Considerations**

The researcher took the following steps to ensure that the study met appropriate ethical standards:

- The research objectives were clearly stated in writing including a description of how the data would be used, and each participant received a copy.
- Written permission to proceed with the study was obtained from all participants.
- The participants were informed of all data collection devices and activities.
- Verbatim transcripts and written interpretations and reports were available to the participants.
- The participants' rights and interests were considered when choices were made regarding reporting the data.
- Participants' responses were anonymous.
- Participants signed informed consent forms.
- Ethics clearance was obtained through the University's Ethics Committee.

The data gathering was conducted in Sri Lanka. All participants were informed that all the interviews and focus group meetings would be taped. They were not identified by name in any of the data collected. The videotape of the observed training session was stored safely and not used in any way in the reporting of the data to identify individuals.



## **Tacit Knowledge**

The researcher brought many years of experience as a teacher educator as well as a program developer in the field of teacher development to this study. In addition, the researcher had much tacit knowledge regarding school settings since the researcher had worked as a graduate trained teacher in urban as well as in remote rural areas. This facilitated interaction in interviews and meetings with principals and teachers. It also demonstrates the researcher's involvement in teacher education, providing the researcher with a great deal of secondary data which in this study could be referred to as the researcher's tacit knowledge (Guba and Lincoln, 1989:179).

While recognizing the fact that the tacit knowledge could also be a source of bias, the researcher was constantly aware of her need to prevent such bias entering into the work.

## **Summary**

The research methodology which was used in this investigation has been described in this chapter. The data collection strategies, the framework and the design as well as the content of the research were described and explained. This included qualitative data and some quantitative data to support in explaining, illustrating and reinterpreting qualitative data. All ethical considerations, anonymity and confidentiality were described. The results of the data analysis, which basis to subsequent conclusions and suggestions, are presented in the next two chapters.

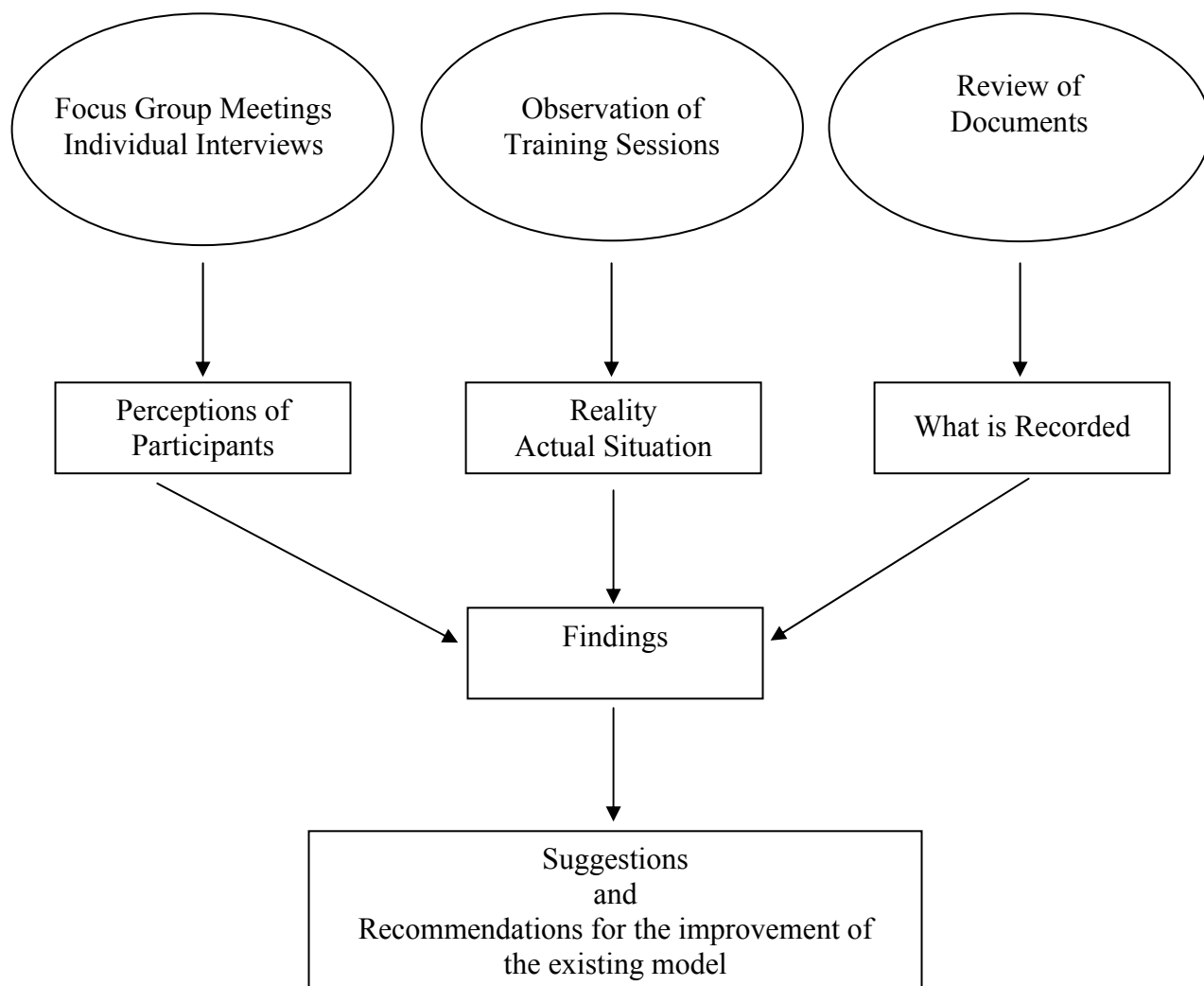
## **Chapter Five**

# **Analysis of Data**

### **Introduction**

This chapter analyses the data obtained from the four main sources: focus group meetings with teachers and instructors and program developers; individual interviews with principals and a senior academic officer; observations of training sessions and schools; and reviews of documents. As described previously, the main purpose of the study was to investigate the nature of the existing model of Short Term Basis Continuing Professional Development (STBCPD) of teachers in Sri Lanka, building on the theoretical understandings of professional principles and approaches, learning culture in schools, supportive environment and coordination of responsible stakeholders in teacher education.

Following the research design presented, data collection was completed from the above mentioned sources in achieving the purpose of the study and a large volume of information emerged from the data analysis. The analysis presented in this chapter consists of five sections. Section One of the chapter presents the basic information including grouped characteristics of the specific participants. Sections Two, Three, Four and Five present the data in relation to each of the four major research questions. The data is divided into major three areas as indicated in Figure 5.1.



**Figure 5.1 Framework of Data Collection, Processing and Analysis**

Presentation of the outcome of data analysis precedes an overview of the data sources, viz. focus group meetings, individual interviews, observation of training sessions and documentary evidence. A brief description of data sources used to draw out results follows the sequence of the four research questions as indicated in Table 5.1.

**Table 5.1 Sources of Data by Research Questions**

Research Questions	Data Sources
1. What is the nature of Short Term Basis Continuing Professional Development of teachers as implemented in Sri Lanka?	<ul style="list-style-type: none"> <li>• Focus group meetings with teachers –(semi-structured questions) 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29.</li> <li>• Individual interviews with principals – (semi-structured questions) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.</li> <li>• Individual interview with the Senior Academic Officer at the Principals’ Academy in the NIE – (semi-structured questions) 3, 4, 5, 6, 10, 12.</li> <li>• Focus group meetings with Teacher Centre coordinator, program developers and instructors. (semi-structured questions) 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.</li> <li>• Observation of training sessions.</li> <li>• Documentary evidence.</li> </ul>
2. To what extent do the programs in Sri Lanka reflect the principles of effective professional development?	<ul style="list-style-type: none"> <li>• Focus group meetings with teachers – (semi-structured questions) 4, 5, 11, 12, 14, 15, 16, 23, 27, 29.</li> <li>• Individual interviews with principals – (semi-structured questions) 2, 4, 5, 9, 10, 11, 12, 13, 14, 18, 19, 20.</li> <li>• Individual interview with the senior academic officer in the principal academy at the NIE 2, 6, 11, 12, 13.</li> </ul>

Research Questions	Data Sources
	<ul style="list-style-type: none"> <li>• Focus group meeting with Teacher Centre coordinator, program developers and instructors – (semi-structured questions) 4, 5, 7, 8, 9, 10, 11, 14, 17, 19, 20.</li> <li>• Observation of training sessions.</li> <li>• Documentary evidence.</li> </ul>
3. What are the roles and responsibilities of the groups that are involved in the providing of Short Term Basis Continuing Professional Development of teachers?	<ul style="list-style-type: none"> <li>• Focus group meetings with teachers – (semi-structured questions) 20, 21, 22, 24, 25, 26, 27, 28, 29, 30.</li> <li>• Individual interviews with principals – (semi-structured questions) 4, 6, 7, 8, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24.</li> <li>• Individual interview with the senior academic officer at the Principals' Academic in the NIE 1, 2, 4, 7, 8, 9, 10, 12, 13, 14.</li> <li>• Focus group meeting with Teacher Centre coordinator, program developers and instructors – (semi-structured questions) 6, 8, 11, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25.</li> <li>• Documentary evidence.</li> </ul>
4. What strategies would be required and what elements could be incorporated to further develop the existing Sri Lankan Model of the Short Term Basis Continuing Professional Development of Teachers?	<ul style="list-style-type: none"> <li>• Focus group meetings with teachers – (semi-structured questions) 13, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31.</li> <li>• Individual interviews with principals – (semi-structured questions) 5, 6, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.</li> <li>• Focus group meeting with Teacher Centre coordinator, program developers and instructors – (semi-structured questions) 17, 18, 19, 20, 21, 22, 23, 24, 25, 26.</li> <li>• Individual interview with the senior academic officer at the Principals' Academy in the NIE, 10, 11, 14, 15.</li> </ul>

## Section One – Personal Information

The sample population of the study consists of one hundred and eighteen teachers (54 teachers for focus group meetings and 64 teachers for two training sessions), ten principals, one senior academic officer, two program developers and five instructors, including one TC coordinator. All the participants were involved in the STBCPD program of teachers in various ways. All participants on the research are therefore stakeholders in the professional development of teachers. The teachers who participated in the research are also beneficiaries of the programs, whilst the program developers, the TC coordinator, the instructors and the senior academic officer represented service providers of the STBCPD of teachers. The principals participated as beneficiaries as well as service providers. Table 5.2 presents a summary and grouping of background information on the teachers who participated in focus group meetings (and see also Chapter Three).

**Table 5.2 Characteristics of the Participant Teachers in Focus Group Meetings**

Feature	Classification	Frequency	Percentage
Gender	Male	20	37.04
	Female	34	62.96
Age Group (Years)	< 25	00	
	25 – 34	15	27.78
	35 – 44	18	33.33
	45 – 54	14	25.92
	55 – 60	07	12.96
Experience as Trained Teacher (Years)	< 01	01	1.85
	01 – 05	09	16.67
	06 – 10	14	25.93

Feature	Classification	Frequency	Percentage
Experience as Trained Teacher (Years) Cont'd	11 – 15	11	20.37
	16 – 20	09	16.67
	> 20	10	18.52
Educational Qualification	Trained Certificate	15	24.78
	Diploma in Teaching	13	27.07
	Tra: Cer: and Degree	09	16.67
	Degree and Post-Graduate Dip	16	29.63
	Degree, PGDE, M.Ed / M Phil	01	1.85
Teaching Specialisation	Primary	13	24.07
	Lower secondary	14	25.92
	Upper secondary	16	29.62
	Advance Level	11	20.37
Type of Schools	Type 1 AB	03	20.00
	Type 1 C	03	30.00
	Type 2	02	20.00
	Type 3	02	20.00
Gender of Schools	Girls	02	20.00
	Boys	02	20.00
	Mixed	06	60.00

The ratio of female to male teachers (63% to 37%) is consistent with the general gender ratio for teachers in the Sri Lankan school system (Ministry of Education 2002). In view of the gender imbalance, the researcher ensured inclusion of at least one or two male teachers in each focus group meeting using the stratified sampling method. The aim of the selection of a sufficient number of male teachers for the study was to identify different gender perspectives and beliefs related to the scope of this research.

The age distributions (Table 5.2) are indicative of the age requirement to be a trained teacher. The minimum age requirement to enter the teaching profession in Sri Lanka is 18 years (Teacher Education Policy, 1997:43). The research sample shows that the teachers

involved had completed their initial teacher training before the age of twenty-five. All teachers in this sample had completed initial training and most were experienced teachers. However, the sample here consists of a mixture of teachers with long and short service periods.

It is expected that individuals would express their perceptions on STBCPD from the experience gained throughout their teaching life, after completion of initial training. The researcher here, therefore, gathered information from both very experienced and less experienced teachers.

The professional qualifications of the groups varied from trained Certificate to Master's Degree level. This sample of teachers holding different qualifications, expressed their views on STBCPD from different angles. It was expected that their professional qualifications would strongly influence their views when participants expressed their views.

As Table 5.2 indicates, the sample reflects the distribution of teachers in the four schools as indicated in the School Census Report (2002), the majority (29.62%) teaching in the upper secondary section which comprises Grades Nine, Ten and Eleven. The rest were more or less evenly distributed among the other school sections of the primary, lower secondary and advanced levels. Thus, the researcher gained access to the sources of data on STBCPD across all areas of teaching specialisation. All types of schools, including gender specific and co-educational schools, are represented in this sample population of teachers. All major categories of Sri Lankan teachers are therefore represented in this sample.

Table 5.3 provides background information on the principals of schools who nominated the teachers for focus group meetings.



**Table 5.3 Characteristics of the Participants (Principals)**

Feature	Classification	Frequency	Percentage
Gender	Male	06	60.00
	Female	04	40.00
Age Group (Years)	< 35	00	
	35 – 40	03	30.00
	41 – 45	02	20.00
	46 – 50	02	20.00
	51 – 55	02	20.00
	56 – 60	01	10.00
Experience as a teacher	< 05	00	
	06 – 10	05	50.00
	11 – 15	03	30.00
	16 – 20	02	20.00
	> 20	00	
Experience as a Principals	< 05	01	10.00
	05 – 10	03	30.00
	11 – 15	05	50.00
	16 – 20	01	10.00
	> 20	00	
Educational Qualification	Trained	02	20.00
	Trained – Degree	01	10.00
	Degree + PGDM	02	20.00
	Degree + M.Ed + PGDM	02	20.00
	Degree + PGDM +PGDE	03	20.00

The sample of principals consists of more men than women from school types and gender distributions as indicated in the previous discussion. No principals were aged below thirty-five years, with the largest proportion (30%) falling in the 35-40 category. All principals had teaching experience within the range of 5-20 years before being appointed as principals. Some 50% of the principals had teaching experience between 6 to 10 years and the other 50% had experience of 11 to 20 years.

By far the largest proportion (80%) of the sample of principals had periods of experience in the range of 5 – 15 years as a principal. Only one principal with less than five years experience was in the sample. The outlook of the individual on the broad area of teacher development may be expected to differ according to their experience in teaching and as a principal.

The variation in the professional qualifications of the principals here is seen in the range from the trained teacher's certificate to post-graduate qualifications. 30% of the respondents performed as principals without possessing any qualifications in the field of management and 20% having only a trained teacher's qualifications. The remainder varied in their graduate, post-graduate and professional qualifications. It was expected that data in this research would reveal that principals with different levels of professional qualifications, would vary in their influence on teachers, students and school improvement.

Table 5.4 summarises the background information on the instructors, including the TC coordinator and the program developers who expressed their responses at focus group meetings conducted separately from the focus group meetings with teachers.

**Table 5.4 Characteristics of the Participants Program Developers, Teacher Centre Coordinator and Instructors (Teacher Educator)**

Feature	Classification	Frequency	Percentage
Gender	Male	04	57.14
	Female	03	42.86
Age group (years)	35 – 40	01	14.28
	41 – 45	02	28.57
	46 – 50	01	14.28
	51 – 55	01	14.28
	56 – 60	01	14.28
Experience as a teacher	< 5	00	
	06 – 10	04	57.13
	11 – 15	02	28.58
	16 – 20	01	14.29
	20 >	00	
Experience as a Teacher Educator (Program Developers)	< 5	01	
	05 – 10	01	
	11 – 15	01	14.29
	16 – 20	01	14.29
	> 20	00	
Experience as a Teacher Educator (an Instructor)	< 5	01	14.29
	05 – 10	01	14.29
	11 – 15	02	28.57
	16 – 20	01	14.59
	20 >	00	
Experience as a Teacher Centre coordinator	< 1	00	
	01 – 03	01	14.29
	> 03	00	

Feature	Classification	Frequency	Percentage
Educational Qualification	Trained Certificate	00	
	Degree+ PGDE	04	57.14
	Degree + MEd	01	14.28
	Tra. +Degree+ M.Ed	01	14.28
	Tra + Degree	01	14.28

Category	Qualifications	Service	
		Teacher	Teacher Educator
Centre Coordinator	Degree and M.Ed	10	18
Instructor 1 – Full time	Degree and PGDE	07	04
Instructor 2 – Full time	Degree and PGDE	07	05
Instructor 1 – Part time	Degree and PGDE	12	12
Instructor 2 – Part time	Degree and PGDE	13	12
Pro: Developers (P.M)	Tra: Cer., Degree., M. Ed	15	20
Pro: Developers (P.M.)	Degree, M.ED	10	13

Table 5.4 indicates that males and female teacher educators are more or less equally represented and all have had extensive teaching experience and varied, though considerable, experience as teacher educators. Two of them represented program developers and had participated in the reforms in continuing teacher education; the other four were instructors. One of these five was a TC coordinator performing as an instructor.

All teacher educators are over 35 years of age. The larger number falls within 41 to 45 age group. Of this sample 57.13% have 6 to 10 years experience as teachers. The balance

42% have 11 to 20 years teaching experience. Having teaching experience was an important feature of influence in handling activities as teacher educators (instructors or program developers) to get involved with the teacher development component. Four of the instructors have 5 –18 years experience in their field. This indicates that all were experienced teachers as well as experienced instructors. One of the instructors had 18 years experience in the instructors’ service. Two of the participants had 12 years of experience. All of these teacher educators had professional qualifications above that of trained teacher level. All of them had degree and post-graduate qualifications, two with Masters Degree qualifications.

An individual interview was conducted with the Assistant Director General of the Principals’ Academy at the NIE and his background information is indicated in Table 5.5 below.

**Table 5.5 Characteristics of the Senior Academic Officer**

Sex	Male
Age	50 – 55 Years bracket
Experience as a Teacher	6 – 10 Years bracket
Experience as a Principal	04 Years
Experience as a Teacher Educator and a Principals’ Trainer	16 – 20 Years bracket
Educational Qualification	Trained Teacher
	Bachelor of Education (B.Ed)
	Master of Education Management

This profile illustrates that this senior officer has extensive experience as a teacher, principal and teacher educator and has now gained experience as a trainer of principals. Therefore, he could be expected to have a wide knowledge of teacher professional development needs.

The characteristics and backgrounds of the participants in the two training sessions are outlined in Table 5.6.

**Table 5.6 Characteristics of the Participants in the Two Training Sessions**

Feature	Classification	Frequency		Percentage	
		Tra 1	Tra 2	Tra 1	Tra 2
Gender	Male	4	4	12.90	12.12
	Female	27	29	87.10	87.88
Age Group	<25	–	–	–	–
	25 – 34	08	08	25.80	24.24
	35 – 44	12	16	38.70	48.48
	45 – 54	09	09	29.03	27.28
	55 – 60	02	–	6.45	–
Educational Qualification	Trained Certificate	07	07	22.58	21.21
	Diploma	07	05	22.58	15.15
	Trained + Degree	10	10	32.25	30.30
	Degree+PGDE	07	11	22.58	33.33
Teaching Area	Primary	31	04	100	12.12
	Lower secondary	–	04		12.12
	Upper Secondary	–	17		15.52
	Advanced Level	–	08		24.24
Type of Schools	Type 1AB	08	09	25.80	27.27
	Type 1C	06	10	19.35	30.30
	Type 2	06	07	19.35	21.21
	Type 3	11	07	35.48	21.21
Gender of Schools	Girls	09	09	29.03	27.27
	Boys	07	04	22.58	12.12
	Mixed	15	20	48.39	60.61

In both training sessions, teachers were predominantly female, relatively young, relatively well qualified and represented all school types. These figures reflect the general patterns and trends in Sri Lanka.

All participants in the first training session were primary teachers since the program was related to the primary curriculum reform which has been implemented since 1998. Thirty-five primary teachers were called for the training session, but one male teacher and three female teachers were absent.

Training Session Two was a common training session for all teachers (see Table 5.6). The teachers from primary, junior and upper secondary as well as the advanced level section were summoned for the second training program. Therefore, teachers of various subjects in the four sections, primary, lower secondary, upper secondary and advanced level, were represented in this session. Two male teachers were absent from the invited participants. The percentages in Table 5.6 indicate that the data come from good representative groups in both sessions of training in terms of level of schools, grades taught, gender, age, and level of education of participants.

Table 5.7 shows the title of the two training sessions and the areas observed in them. Of these two, Training Session One was video-taped.

**Table 5.7 Observed Areas of the Training Sessions**

Training session	Observed areas
1. Activity based learning for primary classes	Participation of teachers Objectives of training programs Planning, organising and implementing criteria
2. Child counselling	Relevance to teacher professional needs Inputs and outputs of the programs Instructors' roles Utilised resources Approaches, principles and theories of the programs Utilised methodologies Learning environment Program achievements Evaluation procedures Application of new learning

Table 5.8 indicates the main areas of data gathered from documents, available at the NIE, TC and the schools selected for the study.

**Table 5.8 Main Areas for the Review of Documents**

Areas	Policy Documents
Nature of STBCPD of Teachers	Policy Documents
Theories, principles, approaches of STBCPD	Report of the Review Meetings
Professional needs of teachers	Consultancy Reports
Rules and regulations related to STBCPD	Reports of the Research Studies
Current programs/practices for STBCPD	Reflection Notes of Teachers
Reflections of teachers on STBCPD	Monthly work plan of TCs
Functions of Teacher Centres	Annual Action Plans of the NIE
Responsible authorities for STBCPD	Annual Plans of Schools
Promotions and teacher appraisal procedures	Policy Statements
Visits – School and Teacher Centres	
Resources	
Monitoring and evaluation procedures	

## **Section Two – Research Question One**

This section presents the findings relevant to Research Question 1: What is the nature of STBCPD of teachers as implemented in Sri Lanka? Difficulties arose in analysing data from questions because sometimes participants gave identical answers to many questions. When one question was answered the answers to the other questions were also expressed in an informal way. For example, when asked for comments on the opportunities they had received for their professional development, they described the areas the TC covered through the programs as well. On the other hand there was a separate question about the STBCPD programs and how the TC conducts programs. Similar answers were given by the respondents to both questions. Similarly, the same responses were given for several



questions. Therefore, answers were categorised relative to the main research questions and analysed under different sub-themes.

The following responses from the teachers, principals and teacher educators were obtained at focus group meetings and interviews, and information was gathered through review of the available documents and the researcher's field notes. The following were identified as the major characteristics of the existing STBCPD for teachers. The factors are described under a sub-heading for each.

### **Purpose of STBCPD**

The following statement indicates the objective of STBCPD in the Teacher Centre Handbook.

STBCPD activities are to update teachers' competencies to have effective and efficient performance of teachers. Ultimately it aims to have quality development of the education system in general.  
(NATE Teacher Centre Handbook, 1998:3)

Updating of teachers' competencies is highlighted in the handbook as the objective of the STBCPD for teachers.

The Report on Teacher Education and Teacher Deployment (TETD) has also stated that continuing teacher training should aim at the following objectives:

Continuing teach training programs should provide teachers with appropriate knowledge that will enable their students to reflect on such knowledge independently and to talk and communicate their own perceptions freely and confidently.  
(TETD, 1997:68)

This statement emphasises indicates only updated knowledge of teachers, and that the main objective of continued teacher training appears to be limited to knowledge.

This is extended elsewhere, however in the book on Continuing Teacher Education.

There are four objectives that are expected to be achieved through the training programs. They are updating, retraining, broadening and refreshing of teachers to have better performance in their tasks to increase the achievement level of students.

(Continuing Teacher Education, 1997:9)

In relation to these four objectives, the general comment of all ten focus groups was that in participating in these practices teachers could refresh, retrain, broaden and update their learning teaching experiences not in a deeper way but at a certain level which can influence their professional career.

*I did not feel that this is for reflection, this is for retraining, and likewise these programs cannot be separated based on the four objectives. Even when we participated in outside or inside programs we had a feeling that these four objectives were there.*

(Teacher. 51)

A similar comment was made by one of the program developers in the research.

*We develop programs based on teachers' professional needs. Attention was given to all the four objectives which were indicated in documents. We did not prepare programs only for retraining purposes. This cannot be done. Eventually, all four objectives came to mind when we developed the programs.*

(Instructor 4)

In addition to these aims the new educational reforms require that teachers should be empowered by experiences of new reforms through STBCPD training.

Continuing education of teachers will be revised to serve the education reforms. The necessary orientation for the new syllabuses and teaching methodologies will be given through the continues training.

(General Education Reforms, 1997:12)

On this point, The National Education Commission's (2003:7) policy framework detailed that continuing teacher training should be provided to achieve the objectives of the education system:

- Curriculum reforms.
- Core curriculum reforms, e.g. English, Information Technology.
- Counselling and Guidance, Sinhala and Tamil as second languages.
- Management.
- National harmony, social equity and gender equality.

The general view of all ten focus groups was that the teachers had known about new reforms and they had developed their competencies in the new areas, which had been introduced in the new reforms because of the experiences gained through participation in STBCPD programs.

*Not only I, but my other colleagues also became aware of the new reforms because of the training sessions. I have participated in two programs conducted based on education reforms. These programs were limited to one or two days. Activity-based teaching learning process and Oral English were two programs which they conducted related to reforms. We were retrained to a certain extent with focusing into the reforms.*  
(Teacher 27)

Furthermore, the general view held by the participant's principals was that awareness of primary, secondary and upper secondary educational reforms and the competencies included in the new reforms, had been gained especially through the STBCPD training activities.

*Presently, Teacher Centres provide supportive activities which are related to the reforms. Without participating in such activities, the teacher cannot be a trained person to implement the reforms. So I make arrangements for my teachers to undergo training at the Teacher Centre.*  
(Principal 4)

It was clear that the participants felt that the STBCPD programs were reform focused and if on a general topic that was common to everybody, were conducted at school level with the assistance of the TCs, NCOE, NIE educators and other resource persons. This was stated by one of the teachers in the third focus group as follows:

*Our principal organised some programs at the school if it was general to all staff members because it takes a longer time to participate in the programs at the TC. The reforms and the other general needs of the school such as project work, research studies, programs were conducted in the school. When sessions were conducted at school level, we all could learn at the same time, we all could receive the same training at the same time*  
(Teacher 4)

Explaining the objectives of the STBCPD for teachers, one of the principals pointed out the following:

*Teachers should be refreshed. They need continuing training. They should know what is happening in the education system in the world. New methods, new concepts, new trends in the teaching-learning process should be known by all teachers today. That is why I do some professional activities with my teachers.*  
(Principal. 9)

Similarly, the senior academic officer in the research stated that to perform their tasks well teachers need to be trained continuously.

*The amount of knowledge is changing and increasing all the time. According to these changes in the knowledge society, the teacher should be changed and updated as well as retrained to ensure quality performance of the teachers' task. What is supposed to be taught in the classrooms is changing continually. It should be happening through continuing training programs.*  
(SAO)

All the above indicates the importance given to change and reforms as objectives of the STBCPD for teachers.

### **Access to STBCPD**

Teachers who have completed their initial teacher education component are given the opportunity to receive STBCPD. All the fifty-four teachers who participated in focus group meetings stated that they had qualified for the certificate of Initial Teacher Training from the teacher education institutions indicated in Table 5.9.

**Table 5.9 Teacher Education Institutions for Initial Training**

Institution	Number of Teachers	Percentage
Teachers College	23	19.49
University	27	22.88
College of Education	26	22.04
National Institute of Education	42	35.59
Total	118	100

The above table indicates both the variety of initial teacher training facilities and that all teacher participants in the research had completed initial teacher training and were eligible to receive STBCPD. The highest proportion of participants (35.6%) received initial training at the National Institute of Education (NIE).

In relation to this point one participant teacher states as follows:

*I am a trained teacher. Our principal nominates trained teachers to participate in training sessions outside the school, because organisers ask him to send one or two trained teachers from each school. But when programs are conducted in the school, we all can participate in them.*  
(Teacher 05)

The regulation on access to STBCPD indicates that nomination of teachers for programs outside are available and that teachers can also participate in professional development activities conducted inside schools without any restrictions.

Similarly to this teacher, all ten principals in the research stated that all the teachers in their schools are allowed to participate in school-based STBCPD activities in the schools. Thus, whatever regulations are documented in circulars, they were not necessarily followed frequently for the STBCPD activities conducted inside schools, but they were adhered to for STBCPD outside schools.

*Normally I send only trained teachers, because this is emphasised in the teacher service circular. Teachers should receive a number of professional hours of participation in practices outside the school to move into the next step in the service. But professional practices commence in the school, all teachers can take part in it.*  
(Principal 7)

Even though it is seen as important to participate in outside-school practices, the general view of the participants was that involvement in STBCPD activities outside schools is very rare and that it also takes time. There was overall agreement that STBCPD was not easy to obtain at the Teacher Centre or any other outside place. Table 5.10 presents the number of programs that respondents have participated in within the period from 1998 up to their participation in focus group meetings and the observed training sessions.

**Table 5.10 Participation for Outside-School Programs**

Feature	Classification	Frequency of participation	Percentage
Male and Female	< 5	89	75.42
	5 – 10	24	20.34
	11 – 15	05	4.24
	16 – 20	–	
Male	< 5	23	84.14
	5 – 10	05	17.86
	11 – 15	–	–
	16 – 20	–	–
Female	< 5	64	71.11
	5 – 10	21	23.33
	11 – 15	05	5.56
	16 – 20	–	–

The table shows that no teachers participated in more than 15 outside-school programs, with most (75.42%) participating in fewer than five and only a few (4.24%) in 11 – 15 programs, even though the new STBCPD program had been implemented since 1998.

Of the female teachers 71.11% participated in fewer than 5 programs, and even more male participants, (84.14%) fell into this category. This pattern is continued in other participation categories, with greater participation of female teachers in the training programs generally than male teachers.

Generally, the respondents revealed that to provide opportunities for the STBCPD for all teachers in the education zone, much more time would be needed. This explains the respondents' main concern regarding the inadequacy of STBCPD opportunities outside schools, even though all educators emphasised the value STBCPD outside schools and that the focal centre, is the Teacher Centre.

There are two types of institutions established to perform a major role in providing teacher education:

- National Colleges of Education for Pre-service Teacher Education
- Teacher Centres for continuing Teacher Education

(National Authority of Teacher Education, 1997:21)

The statement shows the importance placed on continuing development of teachers through the TC after initial teacher training. Despite this, the respondents here highlighted the great difficulty of providing STBCPD practices to all trained teachers in this way.

The Report of the Primary Math Project “Curriculum Changes and Teacher Development” (2000:39) documented that:

The present system of Teacher Centre needs fifteen years to provide ten turns (days) to all trained teachers in the school system to participate the STBCPD activities.

(Curriculum Changes and Teacher Development:39)

In relation to this situation, the following statements were made by principals on the need for a longer period to provide for the participation of teachers in STBCPD programs outside the school if the number of teachers is large.

*My teaching staff is big. Each section has a large number of teachers. My responsibility is to give an opportunity to all trained teachers to participate in the STBCPD programs. Giving a chance to everybody is also very difficult. In this way, it is impossible to cover all of my staff in providing the opportunities to participate in these programs. I feel that the TC would not be able to provide the same program to all teachers in this zone.*

(Principal 9)

*The number of teachers in this zone is nearly two thousand. I really do not know whether the Teacher Centre has provided the same program to all teachers in the zone. I think that sometimes this may have happened and sometimes it may not have happened. Providing the same program to all teachers in one zone would consume much time. Therefore they should make another arrangement to give training to all teachers.*

(Principal 10)

Generally all respondents suggested that getting a placement to participate in the STBCP program in the TC in their education zone is difficult. They also indicated that although the programs are held frequently the number of places for teachers is limited. Therefore, a long waiting list exists in all schools for participating in the programs outside the school especially at the TC. This results in two problems. One is that it is difficult to cover all the teacher population in the education zone by providing the same STBCPD experience and the second is the need for a longer period of time to make the program available.

The school which has a small number of teachers gets more access to outside-school programs than schools with a large number of teachers. The following statement of one of the participant principals supports this point:

*I have forty-one teachers. All my teachers have participated in outside-school training programs. I maintain a rotation system for sending teachers for the programs.*

(Principal 4)



Above mentioned evidence proved that getting a placement to attend the training programs outside the schools was difficult from a big teaching staff to small staff and more opportunities were available for the members of the small teaching staff.

Teachers are called for training programs by the Teacher Centre Coordinator through school principals. The number of participants should be limited to thirty-five teachers.

(TETD:Continuing Teacher Education, 1997:30)

This limitation further indicates the difficulty of obtaining placements for the programs at the TC. The monthly and annual plans available at the TC on STBCPD activities for teachers indicate that the TC did not have a plan for the expansion of their programs. Programs are planned by the TC according to the subject taught and the number of teachers who teach the subject. A common view of the respondents is that the programs conducted by the TC did not reach all teachers. This is shown in the following response of a participant teacher:

*I teach English to primary classes. But I was not called to participate in the Oral English Program for Primary Teachers. Now the program was over. Not only I but even the other four teachers who teach in primary classes did not get this opportunity.*

(Teacher 24)

Table 5.11 indicates the total number of teachers in the education zone related to their teaching fields and qualifications.

**Table 5.11 Teacher Population in the Education Zone**

Total Number of Teachers	1633
Male	474
Female	115
Trained Teachers	1162
Primary	564
Secondary (Subject Teachers)	598
Graduate Teachers with Teacher Education Certificate	174
Graduate Teachers without Teacher Education Certificate	133
Teacher Trainees	149
Other Teachers (Voluntary Basis)	15

The total number of primary teachers and the number of teachers who had been invited to follow the program were different. There were a substantial number of teachers who did not get the opportunity to follow the program.

**Table 5.12 Planned Training Program for Primary Teachers**

Them – Oral English for Primary Students		Percentage
Number of planned programs	10	
Number of Teachers on one program	35	
Number of Participants on 10 programs	350	61.06
Number of Primary Teachers in the Zone	564	
Difference	214	38.94

Clearly a large proportion (38.94%) of the primary teacher population were unable to participate in the planned program.

One of the programs investigated in this study was “Child Counselling”. It was planned to be offered to all teachers through TCs since it was a common program. In relation to this expectation, the centre coordinator expressed his views as follows:

*We conduct some of the programs for special teachers who teach the same subject. Some other programs are common to all teachers. Even for these common programs only the thirty-five teachers are called as a group. It takes a long time to accomplish the targets of the program. If we call bigger groups for each session they can be completed within a few rounds.*

(Teacher Centre Coordinator)

According to the circular instructions, this full coverage should take place but the reality was something different. The total number of trained teachers in the education zone is 1336. Table 5.13 shows the plan which had been prepared to summon teachers in groups of thirty-five teachers.

**Table 5.13 Planned Training Sessions for Child Counselling**

		Percentage
Number of planned programs	28	
Number of Teachers on a training program	35	
Number of Participants on 28 training programs	980	60.02
Total Number of Teachers	1633	
Difference between the number expecting training and the number that received training	653	39.98

Again, many (39.98%) of the total teacher population of the zone had not been included in the program. This includes teachers who were not invited and those who could not participate although they had been called for the session and had not been called again. As the centre coordinator said:

*All invited teachers do not participate in many instances. They could not participate because of many reasons. Teachers who did not participate in the session are not called again because the program was planned according to the circular.*

(Teacher Centre Coordinator)

Data revealed another two reasons for teachers not having opportunities for participating in STBCPD programs outside schools. Explaining the inability of sending teachers for outside programs one of the principals in the study said:

*If I feel that teachers should be in the schools during school hours. I do not allow them to go. Especially, when annual exams are close, how can I let them go out? They should cover the syllabi and they need to prepare the exam papers too. Sometimes we received invitations for dates later on for sessions.*

(Principal. 6)

These statements indicate that teachers could not participate in STBCPD programs outside the school because of the circumstances of the schools and also due to delayed communication.

In addition to the TC programs, NIE, UNICEF, UNDP, USAID, ADB and certain other organisations conduct STBCPD programs in an *ad hoc* manner as revealed by the respondents. This also creates problems for principals since only one or two teachers can participate in these special training programs.

*STBCPD activities are still handled by various organisations from time to time without a systematic plan. They ask us to send one or two teachers. How can I send two from a big group of teachers?*

(Principal 2)

It was revealed that selecting teachers for the programs was difficult. The following criteria were adopted by one of the principals for selecting teachers to participate in training programs outside the school.

- The program should be related to the teacher.
- Teacher can convey the message to others in the school.
- Teacher can contribute by active participation at the session.
- Willingness to participate in the program.
- Non-expectation of incentives for participation.

(Principal 1)

When teachers were selected based on such criteria it is clear that all the staff members could not get an opportunity to access the outside-school training programs. Another principal expressed more positive views in this point.

*I give opportunities to teachers to participate in outside professional practices if I were informed about the program. In my school I do not have facilities to provide training opportunities for them. I cannot select one or two teachers based on the criteria. A system of rotation is used to nominate teachers.*

(Principal No 2)

The main purpose of these programs was to train a selected group of teachers and to expect other teachers to be trained by these teachers. This shows another way of utilising

STBCPD activities outside schools in addition to the TC programs. But the data indicate that there is no proper plan or coordination for this to be implemented effectively.

In general, all ten principals also spoke of the reluctance of teachers to participate in programs that were conducted by their peer teachers. On the other hand, even the teachers who participated in the programs and showed a some change in their professional behaviour, do not get time, resources, and other assistance to conduct sessions in the same manner as they experienced outside the school. The principals and teachers who participated in the study accepted this point.

To provide opportunities for all teachers to gain from involvement in such activities, three out of ten principals (Principals Nos. 1, 7, 9) pointed out that sometimes assistance by the Teacher Centres is provided to conduct programs to all teachers in the school at the same time if such is an urgent need. The statements below show that these special sessions were performed mainly at the principals' requests.

*At the recent teachers' day, there was an involvement of the TC. Likewise whenever we request, the TC educators visit our schools. But it happened very seldom and on the principal request. To give awareness about "project work" a training program was conducted by the TC in our school. We all participated in this program.*

(Teacher 37)

Even this indicates the support which principal have received from the TC for conducting training in the school, but in some occasions the principal could not get their consultancy even they had requested from them.

*They do not want to come to my school. To introduce the new reforms I invited them to conduct a session in my school. But explaining the work load that they have to do at the centre, they did not come to my school.*

(Principal 10)

Therefore, on the basis of the participants' observations, it was not proved that the TC had supported all individual schools when requested to do so.

The overall opinion of the research participants was that there was limited access to outside-school STBCPD programs and the main pathway for the STBCPD was the TCs' programs. This was despite the fact that they had fewer opportunities, and that they were certainly not sufficient to develop their proficiency. On the other hand evidence showed that inside-school professional practices do not have such limitations for participations.

### **Approaches to STBCPD Practices**

All the responses analysed above related to two main approaches to STBCPD practices of teachers. One was conducting activities outside schools and the other approach was conducting activities inside school as school-based teacher development. It is indicated that between these two approaches the dominant approach was the "outside-schools" approach. The Teacher Centre was the main delivering point for STBCPD.

The Ministry's Teacher Education Policy Document (1997) describes the TCs' capability in teacher training as follows:

They (TCs) utilise many resources. All facilities are available in the centre. The Teacher Centre gives their available resources to schools when they are needed. Teacher Centres should provide short-term training opportunities for all teachers. (MEHE Teacher Education Policy Document, 1997:22)

However, lack of resources was seen here to be the major factor in the poor implementation of school-based practices inside the school.

*To conduct these types of training programs within the schools, our principal needs resources which are available in the Teacher Centre. Giving a lecture or conducting group work or a discussion is not a big deal to our principal. But we cannot compare these activities with the Teacher Centre programs.*  
(Teacher 18)

This suggests that the programs conducted in the resource-rich environment of the centre were not seen at school level, and that no comparable plan or system exists in the schools for the continuing development of teachers. Also, it suggests that the existing structure

and resource-poor environment of schools does not provide a conducive environment for an inside-school approach to STBCPD practices.

One of the principals explains the reasons why they focus on the outside professional development approach rather than an inside approach for this purpose.

*Still we do not have a systematic approach inside the school for having school-based practices. Our policy makers have paid attention to continuing training outside the school. They call it off-site training. To promote off-site training for teachers the Ministry has established Teacher Centres. Therefore as leaders we want to make use of these opportunities by sending our teachers to participate in training sessions that are available at the centres.*

(Principal 5)

Incorporating these views, another principal spoke of the unwillingness of teachers to receive professional assistance from experienced teachers in their school and the absence of recognition for the school-based approach to teacher development, compared to outside-school approach.

*Sometimes we feel that we all hold the same position and qualifications and that it is pointless to seek the assistance of others to improve our teaching tasks. Apart from this, there is no recognition or acceptance of this type of school-based activities when teachers face interviews for getting promotions or foreign study visits.*

(Teacher 53)

Although it looks feasible to mobilise the support of the teachers who had exposure to outside-school practices, it is revealed in these statements that such mobilisation is not easily accomplished due to the reluctance of some to learn from peers and the absence of recognition for the school-based practices.

Nevertheless evidence from the respondents and observations of the researcher found that some practices are visible in the schools implementing as school-based practices inside the school.

*With the assistance of TC educators I carry out practices for my teachers in the school. Following my instructions, the teachers do action research, and various kinds of project work. I ask them to get assistance from the sectional heads and other experienced and senior teachers, if they encountered problems and difficulties.*  
(Principal 8)

*Our staff meeting is not like a traditional one, it has some kind of learning environment also. We are supposed to discuss our new learning with others at the meeting. We were asked to discuss the new learning that we gained by participating in external activities.*  
(Teacher 3)

*Once in a while I do my best to have informative meetings and brainstorming sessions as inside professional activities. But I cannot do this according to a plan because I am busy with my administrative work. One of my teachers got an opportunity to go to Israel for a one month short study visit. When she returned, I asked her to conduct a workshop based on her experiences that she gained from this foreign visit. I think that these activities influence to have positive changes in teachers' behaviours to a certain extent.*  
(Principal 1)

All the statements above clearly show that even though schools do not have financial assistance for this purpose, school-based practices are implemented in different ways. Furthermore, the responses above indicate that teachers have the opportunity to engage in collaborative and collegial work in schools and some also had opportunities to demonstrate their experiences to their colleagues at staff gatherings to influence positive change.

The activities revealed here for inside-school approaches were not very costly. Also, the practices indicated in the participants' responses have been implemented as routine activities in schools. One or a few teachers were trained first in out-of-school programs and the rest of the teachers were trained by them. This was one of the methods of STBCPD inside schools mentioned.

The research respondents also felt that because of a lack of resources in schools and the absence of allocations of money, outside experts could not be invited to schools to provide professional support for teacher development. Internal arrangements were



difficult to maintain continuously by way of requests for assistance for funding from parent-teacher societies or from well-wishers, according to the statements specifically given by Focus Groups 2, 3, 5 and 10.

Two school principals indicated the difficulty of maintaining the inside-school approach for teacher development in the following statements.

*I do not have enough senior teachers to give support to other teachers. On the other hand they have a lot to do and all have a very tight timetable. They have to work the whole day without having any time for rest or to get involved in their own professional development activities. This is the reality of a teacher's life in school.*

(Principal 4)

*I do not have resources in my school. No money, no experienced teachers. I need extra money for this. Money is not allocated to schools for this purpose. The other reason is the workload of teachers. While performing their work, teachers could be not involved in their development at activities inside the school. On the other hand it disturbs the school management.*

(Principal 2)

The senior academic officer in the research study indicated that the principals' training programs emphasised the need to give opportunities for their teachers to participate particularly in TC program since they do not have facilities to provide adequate training programs inside the school.

*Teachers should participate in outside programs for their continuing professional development particularly at the TC, since it has a rich training environment. Many of our schools do not have even basic facilities to implement professional development programs inside the schools. As well we ask them to arrange opportunities for teachers to engage inside the schools using available resources without requesting additional financial assistance. But we received information from the teachers that they were not given time or support for their professional development.*

(SAO)

This statement also supported the outside-school approach, pointing out the reason for such support. As well it indicates that even though principals have been given awareness

of an inside-school approach for continuous development of teachers it was not given a great deal of attention by the principals.

### **Inside-school Approach (School-based)**

The data gained from the principals and teachers on the two approaches identified the key factors in the reasons why the inside-school approach received less attention. The main findings could be listed as follows:

- It was not a compulsory task, and should be included in the annual plan of the school.
- Schools did not have a budget for teacher professional development.
- Policies or circulars related to school-based professional practices were not available.
- There was no formal acceptance of inside-school STBCPD practices issued by the Ministry of Education or the state.
- These practices are not accepted as a basis for the teacher promotion system, approved by the Ministry.
- Documented obligation or authority in providing opportunities for STBCPD practices of teachers has not been given to principals at the Ministry level.
- Teachers prefer to participate in outside-school activities than school-based practices.

In addition to these general factors, several other factors were revealed by the Principals Number 2, 5, 10 in the research.

- Because of the workload, principals do not give priority to look into teacher development activities in the school.
- There is a lack of senior and experienced teachers in the schools from whom one can seek the support to perform these activities in schools.
- Adequate physical and human resources are not available in schools.

- School-based practices are performed on an *ad hoc* basis in the absence of a pre-prepared plan.

These points provide reasons as to why school-based approach to STBCPD has been given little attention by the principals and why multi-level implementations were evident in relation to the practices.

Departing from the general view of the principals, one principal expressed his personal acceptance and valuing of school-based practices.

*We have been informed by the Education Ministry to implement the teacher performance evaluation periodically. When I do this I consider the practices which my teachers are involved inside the school even though it was not documented in the guidelines for teacher performance evaluation. In this regard the training sessions which they participated in outside schools, especially at the TC, have been documented as criteria of teacher appraisal.*

(Principal 9)

Adding weight to this principal's points, the National Authority on Teacher Education has categorised the training programs, linking them to the teachers' service classes in the following way.

#### *Categorisation of Training of Teachers Moving into the Next Step*

*Training programs conducted by the TC have to be fulfilled for teacher training requirements to move from the present level to the next higher level. 150 professional hours should be covered by all teachers in each level.*

1. *Class 1 teachers into Teacher Education Service*
  2. *Class 2 teachers into Grade 1*
  3. *Class 2 teachers into Grade 11*
  4. *Class 3 teachers into Grade 1*
  5. *Class 3 teachers into Grade 11*
- (The National Authority of Teacher Education, 1997:20)

The research respondents here expressed the general view that whatever the rules and regulations that were documented by various authorities in teacher education, none of them could be seen in action.

The senior academic officer in the research gave evidence to explain why the inside-school approach has been given less attention.

*Policy makers have given attention to TC activities in continuing teacher development. All facilities have been provided for TCs to implement the programs for teachers. The programs conducted inside the school are not given attention by the policy makers. We the educators emphasise the school-based practices through our programs.*

(SAO)

In contrast with the above general views, focus group Number 8 highly praised their principal, who they said provided more support strength for school-based practices for teacher development. One teacher of this group stated that:

*Our principal is a very energetic person who wants do to new things in an experimental way. Therefore, new activities have been introduced for us to do for our self-development such as action research projects, case studies. Once in a while our principal assesses our performance and asks about our practices.*

(Teacher 41)

The statement indicates that school-based practices have been performed here because of the keen interest and special attention of the principal not because of added incentives or policy regulations. However, this positive picture could not been seen in every school.

The above notes clearly show that the major focus of STBCPD and how it is implemented in relation to teacher service standards. The evidence indicates the importance place on outside-school STBCPD and why the inside-school approach has been given less attention by teachers and the principals. However, some of the principals and teachers have been involved in practices inside the school without accepting any external motivation factors or incentives.

### **New Approach for Training Model**

The overall picture that emerged from the data on the existing STBCPD component is that it was mainly based on a training model. Since 1998 this model has been

implemented through the TCs. Moreover the data show that prior to 1998, the STBCPD was the responsibility of the zonal education department. According to the responses and the documentary evidence, the TCs have been provided with the physical and human resources to provide STBCPD opportunities to teachers. The principals revealed that they made a great effort to send their teachers to the Teacher Centre to participate in training sessions, because there was no other systematic arrangement available to provide them with the opportunity for continuous professional growth.

As indicated in documents cited below, at state level and ministerial level, attention was given to the training model when the STBCPD practices were implemented at the TC.

The Ministry of Education and Higher Education has accepted as a matter of policy that all teachers should undergo periodical, continuing training programs after completion of their initial teacher training and this has been incorporated in the provisions of the Sri Lanka teacher service minute. For this purpose, 84 Teacher Centres have been established spread throughout the country.  
(MEHE Teacher Service Minutes, 1998:23)

The training mode was highlighted when explaining the functions of the TC in the Teacher Centre Handbook. TCs are seen as:

- Centres for providing systematic continuing training for teachers who have completed initial training.
- Resource bases for teachers.
- Bases for consultants/advisors/resource persons working with teachers in local schools.

(Teacher Centre Handbook, 1998:8-9)

According to documentary evidence and participants' responses, the training which was provided by TCs and which has influenced teacher development, was highly regarded. It was generally accepted by the respondents and also indicated by the documentary evidence that all training programs were based on teachers' professional needs.

*Sometimes these programs were based on the common needs of teachers. For example, some programs were conducted based on the new educational reforms.*  
(Teacher8)

*Especially when the new educational reforms were implemented, this new continuing training program was commenced. It was a system need and a national need. Also, it was an individual need. My view is this shotgun activity also has helped us to enjoy a little change.*  
(Teacher38)

*When I participated in these training programs at the TC, I felt that the activities had been prepared based on my professional needs which I had already indicated to them through my principal.*  
(Teacher 44)

*I always give opportunities to teachers to receive short-term training. To a certain extent new training programs cater to teachers' professional needs of change in the teaching-learning process. Our earlier in-service training programs catered only to system needs.*  
(Principal 8)

These responses especially emphasise, that the training activities catered for teachers' professional growth better performance and show how teachers notify of their professional needs to the teacher educators at the centre.

All programs conducted at the TC were included under the umbrella term "training". The terms "seminar" and "discussions" come under this umbrella term. The following TC monthly plan illustrates these points.

**Table 5.14 Monthly Work Plan – 2002 May**

Date	Time	Title
1-5-2002	8.30am –4.30pm	Training of Teachers on Multi Grade Teaching – Primary Level – Group Work and Discussion
2-5-2002	“	Training of Teachers on Multi Grade teaching – Secondary level- Group Work and Discussion
4-5-2002	“	Training of Teachers on Multi Grade Teaching – Primary Level – Group work and Discussion
7-5-2002	“	Training of Teachers for Multi Grade Teaching – Primary Level – Group Work and Discussion
9-5-2002	“	Training of Teachers for Multi Grade Teaching – Secondary Level- Group Work and Discussion
11-5-2002	“	Training of Teachers for Using Quality Inputs – Practical Experience
14-5-2002	“	Seminar on Sustainable Education – Training Program for Teachers
15-5-2002	“	Training of Teachers for Multi Grade Teaching – Primary Level – Group Work and Discussion
17-5-2002	“	Seminar on Sustainable Education – Training Program for Teachers
19-5-2002	“	Training Program for Multi Grade Teaching – Primary Level – Group Work and Discussion
21-5-2002	“	Seminar on Sustainable Education – Training Program for Teachers
23-5-2002	“	Training Program for Multi Grade Teaching – Secondary Level – Group Work and Discussion
25-5-2002	“	Training of Teachers for Using Quality Inputs – Practical Session.
27-5-2002	“	Training of Teachers for Using Quality Inputs – Practical Session – Group Work and Discussion

As Table 5.14 indicates, all the programs conducted at the TC were associated with the word “Training”. Even the programs conducted through discussion, group work, practical work, or presentation have been titled “Training”, along with the theme of the program.

In addition to the above program, the programs for July and December 2001 were examined, as were other programs from 1998 to 2003, to get a general picture of the training model of STBCPD activities at the TC. All the evidence substantiates the findings on the training approach indicated in the program for May 2002.

The documents and the responses received from the teachers clearly show that the TC's STBCPD activities were limited to training programs. The monthly plans were prepared to indicate the dates, time and program titles. With regard to this key feature, the TC coordinator explained his view as follows:

*We go to schools to conduct training sessions when principals request our assistance. This does not happen systematically. Therefore, such sessions do not appear in our monthly plan. At the zonal level or the state level, we are not requested to go to schools for this purpose. They only expect us to conduct training sessions at the centre. Anyhow, whatever the limits we have, we help our teachers by providing our physical and human resources for their development in an informal way.*

(Teacher Centre Coordinator)

The responses reveal how TCs help and why they limit their formal services only to training programs and what type of authority they have to perform their tasks. Training is the term which has been used for STBCPD programs outside-school the schools.

These training programs differ from the traditional in-service programs implemented before 1998. The following features were evident in the two training programs observed.

- Number of participants were restricted to thirty-five
- Activities focused on local needs and national needs
- Activities carried out in small groups
- Active participation of teachers enlisted
- Self-directed methods, small group methods, and whole group methods were used for implementation
- Instructors performed as resource persons to support participants



- More focused on a transformation process rather than a process of transmitting knowledge
- Necessary resources related to planned activities were available at the TC
- Brief presentations and brief lectures were given along with the group activities.

All the information indicated that the training program after 1998 differed from the training sessions conducted by other organisations and the earlier programs conducted before the implementation of the new reforms from 1998.

*However the training programs which we had earlier as in-service training and the training programs now, specially at the TCs are completely different. According my observation of TCs training sessions a new approach could be seen in this training model. The participants in number, is less, many methods are used, active participation of teachers could be seen and it caters to the professional needs of teachers also. Anyhow the traditional and ineffective training model has been changed.*  
(SAO)

The statements of the respondents revealed that the new training program at the TC was implemented as an alternative solution to the traditional and ineffective in-service training. The number of teachers who participated in the STBCPD programs was very small, numbering thirty-five.

*Thirty five teachers are invited at a time to participate in a program, and therefore, it takes a long time to give the same program to all teachers who are engaged in the field.*  
(Teacher 28)

*Altogether, our school has only thirty-one teachers, therefore within a very short period of time all of us can get ourselves involved in these outside programs.*  
(Teacher 29)

According to the statements of the participants, TC training programs have been developed based on the KASP model (Knowledge, Attitudes, Skills and Practice).

*The training programs were planned well to develop teacher competencies as focused in the planned program. Therefore, all three components, knowledge, skills and attitudes, were incorporated to some extent. The word KASP is now a very familiar word to us because the TC programs are planned based on this model.*

(Teacher 9)

*They used many activities, group work, audio, video programs.*

(Teacher 13)

*The specific feature of the sessions is to move away from lecturing method.*

(Teacher 40)

*Sometimes they used very short explanations. But it had some kind of interaction with participants.*

(Teacher 23)

*Variety of methods they use for conducting the training session. They communicated with us and tried to get our active participation.*

(Teacher 16)

*They used role plays, field visits, discussions, group work, individual work, demonstrations.*

(Teacher 30)

*We all were together with the instructor commenced the training session.*

(Teacher 32)

*He gave opportunities for us to express our problems, unclear areas and our experiences.*

(Teacher 33)

*As a group leader, I came forward and supported the instructor.*

(Teacher 44)

*They knew that we all have valuable experience that they do not have. They treated us as experienced teachers.*

(Teacher 54)

*Now all short training programs are conducted through the TC. We work with them as subject instructors. Now we have all resources that we need to conduct training sessions. Small groups of teachers are called in for training sessions, at a*

*time. We use variety of methods to implement the sessions, without using traditional lecturing methods. Many occasions we apply group method. We use all our resources when we conduct our training programs.*

(Instructor 3)

Clearly, the nature of the new training programs was different from the earlier training model. From the responses of the participants relating to the new training model, the major characteristic mentioned was that now there was a multiple approach, incorporating activity-oriented and learner-centred methods.

In addition to this training opportunity at the centre, the training programs designed for whole staff training were provided by the instructors at the TCs on the request of principals. The following statements illustrate this point clearly.

*We invited the Teacher Centre coordinators and other instructors to participate in our special program. They conducted a special training program for all our teachers on “Oral English for Primary Kids”.*

(Teacher 34)

*They came and conducted a training session about our new educational reforms but this happened on only one occasion.*

*It was very difficult to get their support to conduct programs in our schools. They only conduct training sessions at the centre.*

(Teacher 48)

*Once in a while, he invites teacher educators at the centre to come to our school and have a short training session. We have to teach our students individual and group projects. So they conducted a training program to all our teachers about project activities.*

(Teacher 14)

In addition to the training programs at the TC, the above indicates that training sessions are conducted by the TC in schools, but this happened rarely.

## **Time for Participating in Outside-School Training Sessions**

In general, the time for participating in training sessions outside school was limited to one to three days. If the training session was practically oriented, it was actually conducted for up to five days. This was explained in documents as follows.

Basically, one to five day short training programs are given by the TCs for teachers at the Zonal level. The professional requirements of the teachers should be fulfilled by the TCs to have the quality performance of teachers.  
(Continuing Teacher Education, 1997:17)

When discussing TC programs teachers spoke of the days that they needed for participating in training sessions.

*Programs commence on one day. Some other sessions took two or three days. Residential sessions were conducted quite realistically very rarely. We did not feel it when we participated in practices at the TC. When these practices resorted to the lecture methods we sat impatiently thinking of the time when they had planned to stop the training session. When residential sessions were conducted at the TC, we worked up to 8/9 pm.*

(Teacher 37)

*When our teachers go out for three, four days from the school it is a big loss for my students not actually for many days but even for one day it also was a problem for my schools because I do not have a big staff of extra teachers. But we know how important it is. Therefore, without disturbing them I allow them to go.*

(Principal 5)

*Some principals do not give permission to their teachers to go out to participate in training programs. They pointed out that sometimes four five/teachers have been called for the outside training programs. Without having teachers how can they maintain schools? Who handle the school activities? How do teachers cover their annual learning teaching syllabuses? Sometimes students' problems related to discipline or bad behaviour are created since the teacher is absent. These are some reason that principals point out as reasons for not giving opportunities for teachers for their professional development.*

(SAO)

The other teachers who belong to the same Focus Group also made these points. Furthermore, they pointed out that because of the leadership the practice conducted during school time was managed and utilised well.

*With practices which we do individually, such as case studies, Journal writing, action research, time does not present a problem to us. These practices do not disturb classroom teaching. But when an outside resource person comes to the school for this purpose it disturbs us in many ways. There is a need to allocate a separate time and date even though these activities are very effective for teacher development on the one side. Sometimes we get assistance from the parents and past students and well-wishers to maintain classroom.*  
(Teacher 26)

These responses further indicate the problems of activities conducted inside the schools taking time and disturbing in various ways. Another problem area is lack of resources, especially money. Schools 1 and 9 indicated that by the end of the year, they planned for the next year's activities and methods to be used and resources needed. Furthermore they indicated that resource persons from the TC are invited for the implementation of planned activities and that, as a team, teachers and leaders work together to plan professional development activities.

This supports the documented points on how training sessions have utilised days and time for STBPD practices. One of the principals spoke of the problem in the time teachers took for their professional development activities. The workload which was assigned to teachers was disturbed by teachers being involved in their STBCPD practices within the school, although time is not a problem for self-directed professional development, as revealed by a teacher who participated.

### **Application of New Learnings**

The new learnings which they received through the inside-and outside-school practices were applied in their whole teaching-learning process eventually and purposively. This was the general comment of the focus groups. The areas where they apply new learnings were indicated by the participants in both focus group meetings and training sessions.

The following list was identified of new learning areas by the researcher from the responses:

- subject content
- teaching methods
- research studies
- group activities
- self development
- classroom management
- extra curricular activities
- whole school development process
- school community activities
- education technology.

Subject content, teaching methods, research studies and group activities are the most common areas of new learning identified by ten focus group participants and the participants of the two training programs. Only Focus Group One said that the application of new learning on web learning happens when they use the computer facilities for accumulating new knowledge from the website. Application of new learning on self-development was also identified by all participants. Not all apply their new learnings from STBCPD in the other areas listed above.

Teachers do these things individually and voluntarily; there isn't any kind of systematic approach to examine or investigate or monitor the practices gained through the STBCPD, as pointed out by the focus group members.

*TCs also just conduct training sessions. After all the TC does not have any kind of arrangement to identify the changes of teacher tasks or get to know how they apply the new learning they have gained through the training activities. This is a big mistake. This is not indicated in the relevant documents of continuing teacher education issued by the Ministry or any other authority.*

(SOA)

*The experiences which we have gained through the STBCPD could be applied or not, because nobody is responsible for this. Nobody wants to monitor or evaluate our performance or our applications. But we have a good principal here. She helps us to do work better without interfering from time to time. Therefore, the application of new learning was done with the support of our principal. When we do this we feel happy. Our students' learning achievement level is good. I think this is because all these things are influenced by our application of new learnings*  
(Teacher 7)

The general comment of all ten principals was that the level, quantity and quality of applications of the new learning of teachers differed from one person to another. Female teachers in the sample displayed more positive attitudes than male teachers. According to some principals, female teachers are seen to get involved in their teaching-learning process enthusiastically and have greater inner motivation than male teachers.

*My school is a model school. I have five male teachers and sixty-three female teachers. My female teachers are really teachers. They work wholeheartedly for students. Therefore I look after their professional development. My students' results are good. The Ministry sends other principals and teachers to my school for various purposes because this is a model school. Specifically, to show them classroom teaching in the primary classes, the school environment, the team work of teachers. Actually, my school environment is something different from that of other schools. I feel that we have a lively atmosphere here. All these positive points link with the STBCPD of teachers.*  
(Principal 8)

This indicates that STBCPD has an effect on the students' positive achievement as expected of general education. If the leader helps teachers to maintain continuous development, the teacher too is willing to implement new learning into their work, expecting a positive change in their children's behaviour.

*When teachers requested assistance and facilities, I felt annoyed with them. How could I provide facilities that are not available in the school? I do not have money to buy these things. To apply new learning, what they learnt through their STBCPD practices, teachers need relevant resources and support from their leaders. I help them at my level.*  
(Principal 5)

*We are not allowed to visit schools to observe the performance of teachers who participated in the training sessions at the TCs. As a program developer, my opinion is that it is more useful to know the effectiveness of the programs or to identify strengths and weaknesses of our programs. Therefore the application of new learning by the teachers who participated should be observed. On the other hand, it influences the motivation of teachers participating and involvement in professional activities.*

(Teacher Educator 7)

The application of new learnings varies mainly because of school environment, leaders' support and the available facilities in their school, as revealed by the teachers and the principals here.

### **Monitoring and Evaluation of Practices**

Generally the data gathered from all focus groups and the individual meetings repeatedly emphasise that a systematic evaluation system was not evident in relation to the STBCPD of teachers. It was documented that assessment STBCPD of teachers and hours involved have to be taken into account as a criterion for teacher promotion. But this has not really happened yet.

The senior academic officer in the research revealed that an assessment system was documented and introduced to the educational leaders who were responsible for teacher promotions, but until now it is still not implemented.

*We have introduced a teacher education policy and a teacher service minute to the educational leaders which have been clearly documented about teachers upgrading system and teachers' promotion system. For instance, it says that, if a teacher has completed 150 hours in participating in STBCPD training he or she is eligible to receive the next promotion. But unfortunately, it is not actually happening in the system. Our teachers cannot get any kind of incentives or promotions as a result of their better performance.*

(SAO)

The general comments in relation to this point from the principals and the teachers in the research are listed as follows.



- No teacher promotions are implemented in relation to STBCPD practices.
- All teacher promotions, levels, standards and evaluations are limited to documentary evidence.
- Teachers have received promotions not because they have received STBCPD practices but rather through political influences.
- The annual teacher appreciation report is not an influential factor in teacher promotion. It is not a useful report.
- The TC does only training session evaluation, not teacher performance evaluation.
- No incentives have been received by the teachers for receiving STBCPD.

Teachers 24, 39, 46 and 51 have especially criticised the existing system of STBCPD and have pointed out that they do not want to continue these practices because they have not received any promotions, new positions, incentives or other external benefits. Furthermore they explained that they are disgusted with the existing situation in teacher evaluation. However, they stated that they performed their tasks well since they got a salary from the government and as teachers they were accountable for treating students well for the betterment of their future lives, and as such they understood and appreciated STBCPD practices.

*The fact that even if we have not benefited, it should not influence our kids. Therefore my objective is to treat them well and do good things for our children. Otherwise, if we expect benefits for participating in the STBCPD practices inside or outside school, none of the teachers will participate in these activities. The reason is that nobody evaluates or appreciates it. Even though I am disgusted, I like to do activities for my development because I can do more things for the children if I have learned more.*  
(Teacher 39)

*Teaching is looked down upon these days. Financially fishing, one is better off than teaching. Salaries and wages are too low to meet household demands. There are no incentives. Promotions are based on political influences and personal favoritism of leaders. Promotions on the job are very limited nowadays.*  
(Teacher 11)

The view that promotions were earned through qualifications received by continuing development of teachers and updated practices is dispelled by several teachers in the sample, as Teachers 35 and 17 exemplified.

*The problem with teaching is that once you start as a teacher you will end up as a teacher at the same grade as you started. Future prospects are almost zero.*  
(Teacher 35)

*I would like to quit teaching because the job is too monotonous and there are no incentives for teachers. There is no performance appraisal system to recognise our teaching achievement as an incentive. But we know that in various periods circulars were changed related to the government changes. But they were not practically visible in the real system.*  
(Teacher 17)

Teachers in the sample stated that they had career advancement ambitions but perceived that working conditions were not conducive to supporting them. Emphasising the master level training programs conducted by various organisations, Principal 4 explained the absence of a system for monitoring or evaluating of the training programs.

*They listen to the lecture given by the instructor or so called experts and comeback. After the training session they did not get involved with the teachers who participated to find out what had happened to them, had they experienced some change in their professional behaviour, how would they implement the new learning in their classroom? We did not have occasion to carry out any evaluation regarding the master level programs.*  
(Principal 4)

One of the members in the focus group explained the way instructors conducted master training programs without follow-up evaluation.

*After they finished the training session they did not do any follow-up activities. The resource persons did not examine or monitor us to know that what had happened to us, how we would apply the new learning, what type of new knowledge we have gained from the training, what are the changes we have as the result of the training?*  
(Teacher 20)

The summary of the statements expressed by the Focus Groups 2, 3, 5, 7, 8 indicates this point as a great weakness of the system and emphasises absence of action for reflection or any kind of examination of the practices. Summary statements of the ten focus groups show the limitations of STBCPD evaluation and follow up:

- As a surprise situation supervision team come to school.
- They do not assess or evaluate teacher performance based on their professional development.
- Curriculum and text books matters, lesson notes, daily attendance of teachers, disciplinary tasks are the main issues which they consider at this time.
- Teacher development activities were not inquired about.
- STBCPD of teachers are not investigated or evaluated.
- School has not received any money allocations for this purpose.

It could be seen as a statement of purpose but the evaluation procedures, monitoring and assessment process are not visible in practice. Teacher promotions were also limited to documentation. The teachers in the focus group meetings stated their views related on this as follows:

*I was recruited as a Grade 3-1 teacher. Now I have eleven years teaching experience. Still I never got a promotion to move to the next step in my teacher service. Even though we are qualified having had continuous professional development qualifications as well as carried out action research and other types of small scale research, group work, individual activities inside the school we have not been considered for any promotion or incentives since we do have not any political influence.*

(Teacher 31)

Documented rules and regulations also were not being implemented stage. Another teacher explained the process by which the Ministry and other regional education departments have handled the teacher performance evaluation task, focusing on documentation.

*They do not come for purposes of evaluation or our improvement. They come without any prior information for their traditional evaluation task. They examine our lesson notes, coverage of the syllabus and the text book, just the difficulties related to these two things. They do not inquire about our professional development whether done inside or outside the school. Nobody wants to evaluate or examine these matters.*

(Teacher 42)

However, once in a while as an *ad hoc* measure teacher educators visited schools in the course of their normal duties and have looked at the teachers' development or change in their teaching-learning process as a result of the STBCPD activities conducted by the TC. This point is expressed by the TC coordinator in the following way:

*We have been informed by the Ministry to provide STBCPD training sessions for teachers. Nevertheless, we are not provided guidance on follow-up activities such as visiting schools and supervising teachers or collecting data from the principals. But when we visit schools for other purposes we inquire about their performance from their leaders. Apart from this non-formal method, we do not have any systematic procedures for follow-up activities.*

(Teacher Centre Coordinator)

*Still we do not have a mechanism which can be implemented. All the systems have been limited to written documents. Therefore, even the tasks carried out by TCs are not assessed or monitored by them. My personal view is that there should be a support system to examine the tasks, how they do their tasks? How can they get money for doing these tasks? How do they get assistance for this?*

(Program Developer7)

*This is similar to an open soda bottle. After the training session they come to the school and they are actually highly motivated, explaining that the practice was very well done and greatly effective to them. But I know that after the training session nobody comes to the school to monitor these teachers' performance or to meet them again or to give some kind of feedback to them.*

(Principal 7)

In relation this point SAO also explained his views based on his data collected from teachers.

*We make principals aware of the school-level monitoring and evaluation and teacher appraisal in an applicable simple way. However, now it is revealed that the monitoring and evaluation is not practised as desired. In contrast, it is also*

*revealed by teachers that in certain schools principals implement those practices with the help of the senior teachers well. This should be the expected practice and it is considered necessary to impose the need upon principals by way of circular instructions.*

(SAOA)

Supporting this view, one of the principals states her views as follows.

*The practices I have initiated at the school are subjected to a little evaluation. When we do teacher appraisal as an additional qualification I added these activities and assess them, but it was not documented or communicated by the Ministry. I do that.*

(Principal 7)

In addition to the above general comments, Focus Group 1, pointed out some special factors regarding the assessment of professional development activities.

- They have a special committee including VPs, sectional heads, and subject heads appointed by the principal.
- The committee members informally examine the activities which teachers do for their development as instructed by the principal and provide feedback to develop and continue the activities.
- Assessing the activities the committee and the principal nominate teachers for outside-school activities and especially for foreign study visits.

(Focus Group 1)

Apart from this special case, the general view of the teachers and the principals in the research sample is that the monitoring and the evaluation procedures were not implemented in a proper way, and could not be seen in the education system as a major component of teacher development. Therefore, it has been given less attention by policy makers as well as educational decision makers.

## Section Three – Research Question Two

This section presents the findings relevant to research question 2.

**Table 5.15 Research Question and Data Gathering Sources**

Research Question	Data Gathering Sources
To what extent do the programs in Sri Lanka reflect the principles of effective professional development?	<ul style="list-style-type: none"><li>• Focus group meetings with teachers – (semi structured questions) 4, 5, 11, 12, 14, 15, 16, 23, 27, 29.</li><li>• Individual interviews with principals – (semi structured questions) 2, 4, 5, 9, 10, 11, 12, 13, 14, 18, 19, 20.</li><li>• Individual interview with the senior academic officer in the principal academy at the NIE 2, 6, 11, 12, 13.</li><li>• Focus group meeting with Teacher Centre coordinator, program developers and instructors – (semi structured questions) 4, 5, 7, 8, 9, 10, 11, 14, 17, 19, 20.</li><li>• Observation of training sessions.</li><li>• Documentary evidence.</li></ul>

### Focus on Professional Needs of Teachers

The teacher educators, teachers and the principals have revealed that they have followed various methods to gather information on the professional needs of teachers. According to the teacher educators' responses the methods that have been used for collecting data on the professional needs by the Teacher Centre are as follows.

1. Sending questionnaires to teachers through principals

2. Requesting teachers to give written information about their professional needs in to the box available at the TC Called “Teachers’ Needs”
3. Informal discussions with teachers and principals, vice principals and other school leaders
4. Receiving written information from Principals
5. Conducting staff meetings, at school level to collect information on the professional needs of teachers in individual schools
6. Supervision reports carried out by teacher educators during their school visits
7. Personal views of school leaders

The following table explains how principals informed them about their professional needs.

**Table 5.16 The Principals' Responses on Methods**

Methods	Sc.1	Sc.2	Sc.3	Sc.4	Sc.5	Sc.6	Sc.7	Sc.8	Sc.9	Sc.10
1	x	x	x	x	x	x	x	x	x	X
2	x	x	x	x	x	x	x	x	x	X
3	x	x	x	x	x	x	x	x	x	X
4	x		x	x		x	x	x	x	
5	x		x				x	x	x	X
6	x		x			x	x	x	x	X
7	x		x				x	x	x	

**Table 5.17 The Teachers Responses on Methods**

Methods	Pri. 1	Pri. 2	Pri. 3	Pri. 4	Pri. 5	Pri. 6	Pri. 7	Pri. 8	Pri. 9	Pri. 10
1	x	x	x	x	x	x	x	x	x	X
2	x	x	x	x	x	x	x	x	x	X
3	x	x	x	x	x	x	x	x	x	X
4	x		x	x			x	x	x	
5	x		x				x	x	x	X
6	x						x		x	X
7	x						x	x	x	

These tables show some differences between the teacher educators' responses and the teachers' and the principals' responses. Even though seven methods had been used by the TC to fulfill the task, not all the schools have used the seven methods to express their professional needs in the same manner.

However, Methods 1, 2 and 3 were used by all of the ten schools. Other methods were used only in some of the schools as indicated in the tables. Schools 3 and 10 used five methods and School 4 had informed of their needs using four methods. Schools 2, 5 and 6 used three methods. That at least three methods have been used by all ten schools is indicative that the method of data collection on professional needs, was adequately representative. The use of a number of methods has provided multiple opportunities for teachers to communicate their professional needs.

The following steps were identified by the centre coordinator in meeting the STBCPD needs expressed.



- Working with the NIE to identify the national needs and prepare common practices to cater for the national needs identified.
- Identifying the local needs of teachers and preparing programs in collaboration with the NIE.
- Development of programs by the TC to fulfill the professional needs of individual schools in the education zone.
- Preparation of programs by school leaders to cater for the specific professional needs of teachers and to obtain the assistance of the TC if necessary.

(Teacher Centre Coordinator)

Other instructors and the teacher educators supported the centre coordinator's description.

The above process could only be seen in the programs implemented by the TC and schools. Respondents here reported that the professional needs of teachers had been identified and no similar program had been planned to cater for needs when master level training programs were conducted by outside organisations. On this point one teacher educator who represented the NIE, stated that the master programs catered only to the national level professional needs of teachers. When making a comparison between the two STBCPD programs, teachers, principals and teacher educators emphasised that TC programs and the activities conducted in the schools were well based on the teachers' professional needs.

*I thought that they had identified my needs in the preparation of the program because the program resolved my teaching problems to a certain extent. I have discussed these problems with the TC through the principal every year when we receive questionnaires from the TC to inform them about our professional needs and problems. They select the urgent needs which should be resolved immediately and prepare the activities and conduct training.*

(Teacher 49)

Principal 1 also expresses a similar point of view in this regard.

*At the end of each year we receive questionnaires from the TC to inform them of the teachers' professional needs. So, I communicate this to teachers and collect*

*from them first and send the information to the TC. In addition to this, I obtain the teachers' needs in a written format when I conduct staff meetings, I categorise these needs into three groups with my leader assistance.*

- *Needs that should be fulfilled within three months*
- *Needs that should be fulfilled within six months*
- *Needs that should be fulfilled within the year*

*On the other hand, these needs are categorised again into two groups: those which could be done inside the school and those outside the school. I send all these categorised needs to the TC for their awareness because TCs are the institution responsible for STBCPD of teachers.*

*(Principal 1)*

In this context, the program developer from the NIE explained how they obtain the professional needs of teachers and how they prepare the programs based on the needs.

*Teacher centre coordinators hand over information on needs of teachers to us. Then we conduct a workshop for teacher centre coordinators to scrutinise the needs under various subgroups. We together prepare national level programs based on the common needs. In addition, we assist the teacher centre coordinators to develop programs to cater for the local level needs. We train the trainers in relation to the programs developed. We come to know from the TC coordinators that principals request special programs from the TC, based on the needs specific to their schools.*

*(Program Developer 6)*

All of this shows that the STBCPD programs have focused on the professional needs of teachers.

The two training programs observed had been planned on local needs of teachers. The centre coordinator pointed out the reasons for the implementation of the two programs.

*I collected information on their needs from the teachers through their principals for programs that should be implemented the following year. I have one hundred and six schools in my education zone. This teacher centre should cater for all these schools' needs. When we scrutinised the needs which we had collected we identified that 102 out of 123 schools had requested the program related to activity-based and child focused learning-teaching practice. Child counselling was also included. Teachers from 110 schools had demanded practice related to counselling. These two topics took the fourth and seventh places in the priority*

*list. Therefore, when we planned the program for year 2002, I included these two topics in the annual plan.*

(Teacher Centre Coordinator)

The researcher gathered data from discussions with teachers after the two training sessions and noted them in the researcher's journal. The general view of the program was that it had relevance and application in their learning-teaching process in the classroom and was linking them to the professional life of teachers. However, a few teachers mentioned that the training sessions which they were participating in were not very useful, since they were all basic level and introductory programs.

*This counselling program is not very useful to me, because I have followed a course in counselling. We are senior and more experienced teachers. I did counselling as a subject when I did my PGDE. Therefore this is pointless to me in participating in this training session.*

(Teacher TS2. 24)

*We do not have training programs that are relevant to our teaching levels and our teaching experience. These programs do not cater to our needs. I have participated in a counselling training session conducted by the NIE. It was an advanced program. NIE called teachers who have experience in counselling. Without asking our former experience in the field they called us to participate in this training session. This is actually a basic level program. I did not learn anything new. This is good for teachers who do not have even the basic knowledge of counselling.*

(Teacher TS2 18)

In contrast to the above statements, one of the participants who had only four years' experience in teaching and does not have knowledge in counselling highly commended the whole program.

*I learned about child counselling at this session. I am facing problems in students similar to these problems which we learned and discussed today. I gained valuable knowledge and I have been empowered to provide counselling to deserving children for their development.*

(Teacher TS2 19)

These statements indicate that the training programs do not consider the different levels of teachers' professional needs, experience and their professional service. It appears that they develop one program based on a selected need of teachers and conduct training sessions for teachers who have different years of experiences and different professional qualifications.

### **Professional Development Practices**

The following responses indicate that using different terms such as workshops, seminars and meetings, in training sessions focusing on one topic were the main practices for STBCPD for teachers. Some participants' statements discuss the STBCPD practices that are conducted inside the schools.

*Our principal conducts various activities for us. We were asked to do action research as a team and as an individual. We were asked to maintain a field book.*  
(Teacher 43)

*Senior teachers coach us and guide us and provide feedback. The principal and the head teachers work together to implement good activities for us in this way. When we do activities it influences not only my professional growth, but also it influences student learning and school development as well.*  
(Teacher 45)

*I asked my teachers to do action research related to their classroom problems. As principals, we participated in the program and the teachers also participated in a similar research program. Therefore, both parties know its value. I asked my head teachers to help the teachers to meet their colleagues to carry out the research effectively to develop their proficiency and to elicit good performance from my students.*  
(Principal 9)

The principal explained that teachers knew about action research through participating in the TC program and that the principal and management team support the practice in the school.

In relation to this point, the senior academic officer in the research pointed out how they give awareness to principals about professional development activities:

*We have given experience to principals in their training programs, to initiate practices in a simple way. As I mentioned earlier the research-based practices, the project-based practices, individual and group studies, have been explained to principals in this context. Conducting staff meetings and sectional meetings in an academic manner are introduced in the principals' training.*  
(SAO)

Clearly, awareness has been given to principals at the training sessions about teacher development practices that can be implemented in their schools.

The researcher found from observations during the initial visits made to schools to arrange focus group meetings that different practices for teacher development are implemented in the schools. Some schools pay greater attention to some of these while others pay little attention. There were certain practices that principals pay specific attention to and these practices were listed and presented at the focus group meetings to the respondents to assess their levels. The ten principals were asked to assess these levels at their individual interviews. The following findings have been recorded about the practices, based on the collected data. Four crosses indicate four levels.

**Table 5.18 Levels of STBCPD Practices in the Schools**

Practices	Sch:1	Sch:2	Sch:3	Sch:4	Sch:5	Sch:6	Sch:7	Sch:8	Sch:9	Sch:10
1. Curriculum Changes	xxxx	xxx	xxx	xxx	xxx	xxx	xxxx	xxxx	xxxx	xxx
2. Subject Content	xxxx	xxx	xxxx	xxx	xxx	xxx	xxxx	xxxx	xxxx	xxxx
3. Methods of Teaching	xxx		xxxx	xxx	x		xxx	x	xx	xxx
4. Web-based Learning	xxx									

Practices	Sch:1	Sch:2	Sch:3	Sch:4	Sch:5	Sch:6	Sch:7	Sch:8	Sch:9	Sch:10
5. Writing Journals	xxx						xxx	xx		xx
6. Reflective Teaching										xx
7. Educational Reforms	xxxx	xxx	xxxx	xx	xxx	xxx	xxxx	xxx	xx	xxxx
8. Peer Coaching	xxx	x	xx				xxx	xx		xx
9. Working with School Family	xxxx	xxx	xxxx	xxx	xxx	xxx	xxxx	xxxx	xxxx	xxxx
10. Project Work	xxxx	xxx	xxx	xxx	xxx	xxxx	xxx	xxx	xxxx	xxx
11. Case Study	xxx	x	xx	x	x	xxxx	xxx	xxx	xxx	xxx
12. Action Research	xxxx	xxx	xxx	xxx	xxx	xxxx	xxxx	xxx	xxx	xxx
13. Open Discussions	xxxx	xx	xxx	xx	xx	xxx	xxxx	xxx	xx	xxx
14. Clinical Supervision	xxxx		xxx			xxx	xxxx	xxx	xxx	xxx
15. Professional Day	xxx								xxx	
16. Innovative Groups	xx								x	
17. Writing Groups			x			xx			xx	
18. Reading Groups							xxx	xx		
19. Self Assessment	xxx					xxx				

Practices	Sch:1	Sch:2	Sch:3	Sch:4	Sch:5	Sch:6	Sch:7	Sch:8	Sch:9	Sch:10
20. Staff Development Meetings	xxxx	xxxx	xxx	xx	xx	xxxx	xxxx	xxx	xxx	xxx
21. School Level Conference	xxx									
22. Library Visits	xxx						xxx	xx		xxx
23. Sectional Meetings	xxxx	xxxx	xxxx	xx	xx	xxxx	xxxx	xxx	xxx	xxx
24. Teacher Appraisal programs	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
Total	21	12	15	12	12	14	17	17	20	14

**Key: x = Not satisfactory; xx = Fair; xxx = Good; xxxx = Very Good**

The following facts are highlighted.

- Twenty four STBCPD practices were identified.
- All have not been implemented in all ten schools.
- A different numbers are implemented in different schools.
- Different levels of implementation of the practices could be seen among the ten schools.
- Out of twenty four practices identified, the highest number of within one school is twenty one.
- With twenty in one school, seventeen in two schools, fifteen in one school, fourteen in two schools and twelve in three schools were found to have been commenced.
- Practices 1, 2, 7, 9, 10, 11, 12, 13, 20, 23, and 24 are being implemented in all ten schools.
- Practices 1, 2, 9, 10, 12 and 25 have been commenced and rated above the “good” level.

- Practice 4 can be seen in only one school. It was a Type 1AB girls school.
- Practices 4 and 6 could be seen in two schools.
- Practices 19, 18, 16 and 15 are implemented in two schools.
- Only three schools implement Practices 5 and 17.
- Practice 22 has been commenced in four schools.
- Five schools implement Practice 8.
- Practice 14 was seen in six schools.

The general picture that emerges from the responses of teachers and principals in the research sample is that the implementation of STBCPD practices in the schools varies widely in number and emphasis.

The list was presented to the principals at their individual interviews. Their assessment on the implementation of practices by teachers in their schools is presented below.

**Table 5.19 Principals' Assessments on School-based Practices**

Practices	Sch:1	Sch:2	Sch:3	Sch:4	Sch:5	Sch:6	Sch:7	Sch:8	Sch:9	Sch:10
1. Curriculum Changes	xxxx	xxx	xxx	xxx	xxx	xxx	xxxx	xxxx	xxxx	xxxx
2. Subject Content	xxx	xxx	xxxx	xxx	xxx	xxx	xxx	xxx	xxxx	xxx
3. Methods of Teaching	xxx	xx	xxx	xx	xx	xx	xxx	xxx	xxx	xxx
4. Web-based Learning	xx									
5. Writing Journals	xxx						xx			xx
6. Reflective Teaching	xx								xx	x
7. Educational Reforms	xxxx	xxx	xxx	xx	xxx	xxx	xxx	xxx	xxxx	xxx
8. Peer Coaching	xxx	x	x				xx			x



Practices	Sch:1	Sch:2	Sch:3	Sch:4	Sch:5	Sch:6	Sch:7	Sch:8	Sch:9	Sch:10
9. Working with School Family	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
10. Project Work	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
11. Case Study	xx	x	xx	x	x	xx	xx	xx	xxx	xx
12. Action Research	xxxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
13. Open Discussions	xxxx	xxx	xxx	xxx	xxx	xxx	xxxx	xxx	xxx	xxx
14. Clinical Supervision	xxx	xx	xx	xx	xx	xxx	xxx	xx	xx	xx
15. Professional Day	xxx								xxx	
16. Innovative Groups	xx					xx			x	
17. Writing Groups	xx		xx			x		xx	xx	
18. Reading Groups	xx						xx	xx		
19. Self Assessment	xxx					xx			xx	
20. Staff Development Meetings	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
21. School Level Conference	xxx					xx	xx	xx		
22. Library Visits	xx						x	x	x	x
23. Sectional Meetings	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
24. Teacher Appraisal programs	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx	xxx
Total	24	13	15	13	13	17	18	18	19	17

**Key: x = Not satisfactory; xx = Fair; xxx = Good; xxxx = Very Good**

The assessments made by teachers and principals do not completely agree. In some cases where the teacher claimed that the practice was implemented in the school, the principal of the same school perceived its absence. In another case where the teachers' assessment of a practice adopted in school was rated excellent, the principal of the same school only rated it as good. In another case it was found that where teachers believed that only 11 practices are implemented in all schools, the responses of the principals reveals that in addition to those 11 practices, practices 11 and 14 are also adopted in all the schools.

Basic instructions in the practices were given through the instructional method. For example, participant teachers described that the necessary instructions were given to provide awareness of reflective teaching or peer coaching or reflective journal writing at staff meetings as well as through special meetings. After all, teachers have to practice to work and should continue to do so. On behalf of Focus Group 7 one member explained the existing atmosphere in the school in the following words:

*Our principal conducts various activities for our development. We were asked to do action research as a team and an individual small research as well. We were asked to maintain a field book. Senior teachers coach us and guide us and provide feedback. The principal and the sectional heads work together to implement these practices. I participated in an action research training session at the centre. They gave practical experience by doing small activities related to the stages which we have to follow when we do action research.*  
(Teacher 46)

These comments highlight the procedures that they have in the school to engage in different practices and the awareness of action research gained from the TC programs in addition to their school arrangements.

*Our training sessions are mostly based on the school curriculum syllabi, teaching methods, management skills, new trends, practice related to the transformation role of the teacher, such as reflective practice, action research, journal writing, self-development method. We covered all subject areas in the general education since regional subject instructors work with us at the centre. Receiving their supports, we give updated curriculum content to the teachers.*  
(Instructor 2)

*I participated in programs called “Teacher as a Researcher”, “How to do a Project”, and “Child counselling”.*  
(Teacher 12)

*I participated in a program called “Grade Ten English – Teacher Training. Most of the time they give subject knowledge and teaching methods. We need to improve our skills in dealing with school dropouts, communication with the parents and other relevant skills which help us to be good teachers.*  
(Teacher 28)

*I participated in a program called “Aesthetic Activities for Primary Classes”.*  
(Teacher 52)

*Some programs were focused on social studies. I teach this subject. Under new curriculum new subject areas were introduced, such as peace education, conflict resolution, social harmony, project activities related to general education. Individual as well as team work were introduced through training programs. The changes of the subject were introduced by the TC programs.*  
(Teacher 10)

*New trends of education, new concepts, new methods of teaching-learning process, new subject areas are introduced and formulated by the training sessions. I do action research projects after participating in the action research training session at the TC.*  
(Teacher 15)

All above responses indicate the areas catered for by the teacher centre programs. Some of them had a link with the school-based practices and some of them were based on new themes and areas. However, the experience which teachers received through the practices did not necessarily empower them on the main issues which they face with their students and parents.

### **Methods of Implementing Practices**

The focus group meetings, individual interviews and the documents provide evidence about the methods which were incorporated in the STBCPD practices. The data gathered from the observations of two training programs added to the picture drawn from the

secondary data. The following list shows the methods used by the TC, schools and the other institutions in implementing the professional development practices.

1. Lecturing Method
2. Individual Activity
3. Group Activity
4. Project method
5. Practical Work
6. Fieldwork
7. Case Study Method
8. Self Learning
9. Panel Discussions
10. Open Dialogue
11. Action Research Method
12. Mixed Mode

**Table 5.20 Methods for Implementing Practices**

Place	Me.1	Me.2	Me.3	Me.4	Me.5	Me.6	Me.7	Me.8	Me.9	Me.10	Me.11	Me.12
TC	x	xx	xxxx	xxxx	xxx	xx	xxx	xx	xxx	xxx	xxx	xx
School	xx	xx	xxx	xxx	xxx	xx	xx	x	Xx	xxx	xxx	xx
Master Programs	xxxx							x				

Frequency and place of use is as indicated above and as follows:

x = Rarely; xx = Occasionally; xxx = Often; xxxx = Very Often

This indicates:

- Multiple methods for implementing practices have been used by the TC, as usual. In addition group methods, practical approach, self-directed learning methods, panel discussions were included in the TC practices. Multiple methods could not be seen in master level training programs conducted by outside organisations.
- The lecture method has been used rarely in TC programs, but this method was commonly used in master level training sessions and occasionally inside-school programs.

- The project method has not been used in master level training programs. In TC and inside schools, the project method has been used often. Teachers were assigned to do various projects with groups of students both for the teacher's professional development and active learning of students.
- Group activities, panel discussions and open dialogues were applied in TC training activities.
- 12 methods were common to all ten schools, being implemented at various levels. Individual activities, practical approach and project methods are frequent. In addition to these three approaches and the lecture method, other methods have often been incorporated into the practice.

A multiple methods model was used in the two training sessions observed. Occasionally, group work was assigned to the participants. Using a few minutes, the lecturer first explained the activity. On other occasions, instructors and participant teachers worked actively together in groups, both in group discussions and occasional presentations. Thus, a mixed method was evident in both training programs.

One of the principals explained how and why he uses the lecture method for teacher development activities:

*When I conduct staff meetings I talk at least 30 minutes based on a special topic. On some occasions we invite an outside resource person to do this. On these occasions special attention as well as special arrangements is needed. When I always deliver lectures it gets boring. But I always emphasise that we want to take the responsibility for our development. If they do not have a positive feeling internally, whatever we do for them for their development goes to waste. I motivate them to read books, to collect new information, to reflect on their work and to try to do better the next time, prepare again, and do some activities as a researcher, based on their teaching area, or whatever the activities they are involved in. Actually I am not disturbing them in their development activities. I always help and encourage them to move forward.*

(Principal 9)

The ten principals have not given the same support or learning opportunities to their teachers, but they can be seen to some extent in some schools as indicated by the

respondents. Furthermore, it emphasises the self-directed approach for their own professional development.

### **Theoretical Basis of STBCPD Practices**

It has been revealed from the responses of teacher educators who formulate teacher training programs implemented through teacher centres that they have not used any particular theoretical basis in the formulation of those programs. Their major concern has been to get away from the conventional lecture method.

*We wanted to drop the conventional lecture method. We wanted to engage the teachers in an active learning process. We also wanted to promote good interaction between the instructors and participating teachers. Accordingly, we adopted the KASP (Knowledge, Attitudes, Skills and Practice) framework. This framework is used in all curriculum and teacher training programs in the National Institute of Education.*

(Program Developer 7)

Similar views were revealed in the responses from teacher centre coordinators.

*These programs were implemented adopting a new approach moving away from the conventional approach. The main element of this new approach was the acceptance that the teachers are knowledgeable, experienced and respectable individuals. The role of the teacher is a transformational one according to the new education reforms. The main task of the teacher is to facilitate the learning process of the student. These training programs produced this thinking and concept and facilitated the change in the teachers to engage in such a new approach. We learnt how adults learn and what the adults need for such learning, during our university education. However, we do not adopt any specific theoretical perspective other than what we learnt at the university in formulating training programs.*

(Teacher Centre Coordinator)

This indicates that training programs were implemented with the consideration of teachers as, adults addressing their needs, rather than specific reference to adult learning theory.

The general view of all 54 teachers who attended focus groups meetings was that they participated in the training programs with great satisfaction. They stated that the programs were designed based on their ideas. Their professional needs were fulfilled to a certain extent from the training programs.

*They appreciated and respected us as experienced teachers. They implemented programs so as to fulfill our needs. There was a close relationship developed between the instructors and us. It was a very friendly environment. They got our views at the same time they allowed us to express our views. There was less descriptive lecturing and there were more activities. The programs were conducted mostly through group activities. We were respected, treated as experienced teachers, making us feel that even teachers should learn as students. They motivated us.*  
(Teacher 36)

This reveals considerable similarity to what is advocated in research-based principles of effective adult learning (see pages 43- 48) even though such theory was not adopted specifically.

The following paragraph reveals the principals' responses related to the programs they carried out in the school.

*We implement activities for teacher development in schools using what we learn at our training sessions. Other than that no one has instructed us as how to conduct the programs. We do not force them to do anything. They are adults. They are fully involved in teaching. They have their family responsibilities. Therefore we cannot make anything compulsory. We cannot impose time allocations for extra work. I always ask them to do self-directed activities such as project work, small research, case studies etc. and develop reading ability for their professional development. I have given them freedom to decide on their involvement.*  
(Principal 1)

This statement confirms the absence of specific theory as a basis for the activities other than their concern that the teachers have to be treated as adults and not as classroom students. There is no evidence here that any specific theory was adopted in formulating or implementing these STBCPD programs.

In addition to the above, the researcher also collected primary data in relation to this context in the two observed training programs. The next section summarises this data.

## **Observations of Two Training Programs**

### **Participation of Teachers**

Active participation could be seen in the teachers who participated in the two training sessions. Most of the time the participants were engaged in group activities. However, comparison of the two training sessions indicated that more group work was included in the first training session than the second. Since the training session was “Activity-Based Learning” an activity-centred approach was adopted by the instructors. Dividing the participants into small groups for the activities and presenting the group reports by group leaders were two major tasks of the second training session. Therefore some group members participated more actively, while some of group members participated without making any direct contribution. Delivering of brief lectures could be seen more in the second training session than in the first. Thereby teachers had the opportunity to listen to the instructors in the second program.

### **Objectives of the Programs**

The objectives were indicated in the two work plans as follows:

#### ***Training Session One***

Providing awareness of activity-based learning

Accepting activity-based learning as an effective method of ensuring involvement of the students in the learning teaching process

Using activities relevant to each and every student, lesson and classroom situation

Demonstrating ability in the correct use of the activity based learning method.



### ***Training Session Two***

Providing awareness of child counselling

Accepting the importance of child counselling

Developing skills in child counselling

Demonstrating skills as counsellor under appropriate situations.

Two training sessions were implemented to achieve the objectives. However, it was shown that because of the limited duration of the training sessions these objectives were not fulfilled completely but were achieved to a degree.

### **Planning and Organisation**

Regional trainers in Primary Education and Educational Counselling were utilised for the two training programs. Teacher educators at the TC functioned as two counterpart instructors at the two sessions with the two major instructors who were experts in these fields.

All training activities were pre-planned in relation to the planned timetable. The two sessions started around 9.15 am even though they were planned to commence at 9.00 am. The session room was arranged on the day prior to the sessions. Different arrangement settings were evident at these two sessions, mostly varied from the traditional training environment.

In comparison, the first training session involved a lot of activities necessitating the need to change the settings of the classroom very often. These changes were made according to the planned program. The quality inputs indicated in the program plans were placed in the session rooms before commencement of the programs.

## **Implementation**

The two programs were implemented from 9.15 am. – 4.30 pm. Planned activities were carried out within this period. Session rooms were organised according to the activities. All instructors involved in each program worked together as a small team. Quality inputs especially learning teaching aids and material which were planned to be used for the activities were well utilized as observed. Participants received the required materials for the activities while participating in the program. Not only among instructors but also between instructors and the participants, there was good interaction and a close professional link.

## **Relevance**

These two programs were organised to fulfill the local needs of teachers as well as national needs for teacher development. However, a few teachers mentioned that the two programs were not very useful, since they were at basic level and these teachers had participated in related programs earlier. As noted in an earlier section of this chapter, on professional needs, one teacher explained that the counselling program was not very useful because she had followed a course in counselling before, and that “if it was a basic level program, the teachers who are called should be inexperienced teachers in the relevant context”. (Teacher TS2:8)

A completely different view was expressed by another teacher at the same training session, who said she had gained valuable knowledge. (Teacher TS2:27)

In addition to these responses, the researcher collected written responses from their general perception of the two training programs individually from the participating teachers. These are summarised in Table 5.21.

**Table 5.21 Number of Participants and Instructors**

No.	No of Invitees	No of Participants	Percentage	No of Resource Persons
1	35	31	88.57	03
2	35	33	94.29	03

General reflections of the two training programs

**Table 5.22 Reflection – Training Session – 1**

Feature	Rating	Number	Percentage
Very good	4	5	16.13
Good	3	15	48.39
Average	2	9	29.03
Not good	1	2	6.45

**Table 5.23 Reflection – Training Session – 2**

Feature	Rating	Number	Percentage
Very good	4	2	6.06
Good	3	16	48.49
Average	2	13	39.39
Not good	1	2	6.06

Mostly, positive comments could be seen in their reflections. In both cases, more than 50% of participants rated the training as good/very good, and only a few (6.45%, 6.06%, respectively) were unsatisfied.

### **Instructor's Role**

The traditional instructor's role was not apparent in the instructors who conducted these training sessions. They worked with the participants cooperatively, supportively and with evident commitment. They gave brief lectures when appropriated and when they did team work or group activities the three instructors in each team supported one another. Opportunities for expressing their ideas and experiences were given to the participants. These instructors all displayed the characteristics of facilitator, supporter, instructor, information provider in their professional behaviour at the sessions.

### **Utilising Resources**

Since many activities were included in the first training program, the available resources at the TC were used as relevant to the planned activities. Bristol boards, demy papers, platinum, OHP, white board, flannel board, cards and charts, were all utilised. In addition to the physical resources, the human resources available at the TC were incorporated into the implementation of the programs. Using the photocopy facilities, all handouts and written documents related to all activities were prepared and provided to the participants. Especially in the second program, the participants used Bristol boards and demy paper for their activities and group presentations since they worked in small groups. The classroom setting was arranged to suit the program's activities and the traditional environment used for the lecture method was totally abandoned. The space of the classroom was fairly adequate and the group setting environment was generally evident at these two sessions.

### **Theory and approaches**

As indicated above the instructors did not base their training activities on specific theory or principles they replied negatively to the question: Did you follow a particular learning theory or a special principle to develop the activities?

Their responses indicated that their main intention was to ignore the lecture method and to focus on group activities. Apart from these two points, no learning theory or principle emerged in their responses. Giving the opportunity for the participants to express their views, the instructors created a professional learning atmosphere for the exchange of experiences and learning from each other in the programs.

*When we were trained by the NIE in relation to the task of STBCPD of teachers, we were asked to use the KASP model from the planning stage to the implementation stage. This mode includes three domains, knowledge, attitudes, skills and it emphasises the competence of practice and application of the three domains in relevant contexts. Giving a lecture is not a powerful tool for this purpose. We have used this traditional ineffective method for so many years. Now we use interactive methods when implementing training sessions. Actually we are facilitators for our teachers. Utilising their experience, their knowledge, and skills we conduct our training. It is more effective; active participation can be maintained until the end of the session.*

(Instructor 1)

*We use activities, group work, fieldwork, presentation without delivering lectures. We both work together. We try to help and facilitate them to learn. Our main objective is to fulfill their needs. That is why we develop the program based on their needs. I feel that without having a specific theory we implement useful training programs for our teachers.*

(Instructor 2)

These statements indicate that effective factors related to teachers as adult learners have been built into these training programs. However, neither the instructors nor the TC coordinator expressed the term “adult learning theory” when they explained the approaches methods applied in the training programs.

## **Methods**

Group work, individual activities, short lectures, role play, demonstrations, presentations and panel discussions were used to achieve the planned outcomes of the two training programs. The quality inputs which were planned to be used were utilised as indicated in their program plans.

## Evaluation

Their reflections on the training programs were obtained from the participants at the end of the each session in written form. The participants were asked to write their general views on the whole program, briefly. One participant wrote as follows.

*Generally this session was good. I learned to develop activities based on the content of the subject. Especially, I came to know about activity-based learning. I participated in the session enthusiastically up to the end of the training. Thereby I did not notice the time passing. The instructors worked with us in a friendly manner giving opportunities for us to talk and get involved in various group activities. The TC provided facilities for us. However the problem was time. My personal view is that a one-day program is not adequate to conduct this type of training program since this involves many activities, it takes time. At least it needs two days. When TC plans training programs this point should be taken into consideration.*

(Teacher TS1 16)

Other participants also noted their more negative personal reflections on the two training sessions.

*The program was not useful to me. These activities were very simple. I learned nothing new.*

(Teacher TSI 31)

*The methods and the way of conducting the session were good, but the content of the program was very simple and it was basic level. I came here to learn new methods, approaches and new trends in counselling. But I could not achieve these objectives.*

(Teacher TS2 6)

## Application of new learning

The monitoring and evaluation methods for application of new learning in the teaching learning process was not explained or discussed by the instructors. It was observed that the main intention of the instructors and the programs was to conduct the training program as they had been planned. Furthermore it was indicated by the observations that there was no mechanism to examine the changes resulting from the training programs and

how teachers integrate new knowledge and skills into the teaching-learning process in their classrooms.

## Section Four – Research Question – Three

The data gathered for the third research question is analysed in this section. The following table indicates the way in which data were gathered for the research question.

**Table 5.24 Research Question and the Sources of Collecting data**

3. What are the roles and responsibilities of the groups that are involved in providing of short term basis continuing professional development of teachers?	<ul style="list-style-type: none"> <li>• Focus group meetings with teachers – (semi structured questions) 20, 21, 22, 24, 25, 26, 27, 28, 29, 30.</li> <li>• Individual interviews with principals – (semi structured questions) 4, 6, 7, 8, 10, 11, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 24.</li> <li>• Individual interview with the senior academic officer at the Principals' Academic in the NIE 1, 2, 4, 7, 8, 9, 10, 12, 13, 14.</li> <li>• Focus group meeting with teacher centre coordinator, program developers and instructors – (semi structured questions) 6, 8, 11, 12, 13, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25.</li> <li>• Documentary evidence.</li> </ul>
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## Responsibility of the Teacher Centre

From reviewing the documents (NATE, 1998, TETD, 1997, Teacher Education Policy, 1997) on teacher education, three specific institutions responsible for STBCPD of teachers have been identified. Teacher centres are the authorised institutions which conduct practices outside the school. These institutions were established in 1997 in order to implement the educational reforms introduced in 1998, as have been documented in Education Reforms (1997). The required resources for these institutions have also been provided.

Short term basis continuing teacher training programs should be provided by Teacher Centres. All the Teacher Centres are well established with modern facilities to fulfill the professional needs of teachers. The World Bank provides financial support for implementing continuous training programs for teachers. (Continuing Teacher Education, 2000:15)

This indicates and explains the reasons for and the nature of programs expected to be implemented by TCs. In addition to the above, in a publication issued by the National Authority of Teacher Education (1997), mention is made about STBCPD practices conducted by the TCs. According to this, in order to be gradually promoted in the teacher service cadre, teachers should participate in professional practices conducted by TCs.

The occasions where teachers are involved with TCs were identified by the teachers and the principals here as occurring where teachers were called to participate in training sessions teachers attend the TC. Furthermore it was stated that:

*This is my second time to the TC. I was called to only one program before this. They do not have any activities in addition to this. They only conduct training sessions. They can provide other support which teachers need since they have enough resources.*  
(Teacher TS1 19)

Documentary evidence also indicated that teachers' contact with the TC is mainly for STBCPD training and little else. One of the principals stated.

*This STBCPD training is imparted by the TCs. These practices are implemented in one day or two day sessions. These are important for teachers as they are needs based but only about thirty-five participants could participate in one session which is very small compared to the number in need.*  
(Principal 6)

This participant sees STBCPD training at the TC as beneficial but limited to too few teachers. Another principal said:

*TCs were established under the new reforms. Even prior to this, there were regional centres for teacher training. According to the new reforms of education all these regional centres should come under the TCs but it is evident that all*



*these separate centres have not performed under one TC yet. Sometimes a number of teachers request duty leave to participate in practices conducted by these different centres and this has become a big issue for schools and principals. Although TCs are authorised as teacher training institutions, the centres which were in existence prior to the establishment of TCs still conduct their own training sessions too.*

(Principal No. 7)

Principal 8 made similar points to the above.

*Apart from the training programs conducted by the TC, there are training programs conducted by the government as well as non-government organisations. Even though according to the new teacher education reforms, all programs related to the STBCPD of teachers activities have to be implemented through the TC, this is not so in reality.*

(Principal 8)

Even though the documents state that STBCD training should be provided by TCs, other institutions also provide training for teachers, as stated by these research respondents. The reality is different from the ideal stated in the documents of the TCs.

The main points revealed in the course of the discussions held with the ten principals are listed as follows:

- Teachers are invited to participate in training through principals.
- Training sessions are conducted to cater for the needs of the teachers.
- One training program is provided for each of the needs.
- No levels or standard occur in the programs.
- Training sessions are rarely conducted on principals' requests.
- Professional needs of teachers are obtained annually.
- Training activities for principals and other school leaders are rarely conducted.

In relation to the last point the details of the participation of the principals in training sessions conducted by the TCs are given below.

**Table 5.25 Participation of principals in Training Programs**

Number of Principals	Number of Programs Participated in
2	3
6	4
2	1

This shows that participation of the principals in training sessions was very limited in the period 1998- 2003, and the maximum number of programs attended by the principals in the research sample was only 4. Even when invitations were received to participate in one specific training program, two principals had not been able to participate and in fact only attended one program. Apart from this general information, specific information was provided by six principals in the study.

*The one and only task of the TCs is conducting training sessions for teachers.*  
(Principal 3)

*The TC has a lot of resources. But it is difficult to get resources or support whenever required. Maybe because my school is far away.*  
(Principal 10)

*There are no monitoring or follow-up procedures implemented by the TC to ascertain whether any professional development has taken place in the participants at these sessions.*  
(Principal 7)

*In some months there are training programs but in some months there are no programs at TCs. So we cannot actually see a fixed plan for training programs at the TCs.*  
(Principal 5)

*There is no visible influence on the development of teachers or students because there is no mechanism to find out the effectiveness of the training programs in TCs.*  
(Principal 4)

*The training programs conducted by the TC and other institutions invariably are the same because they do not have follow-up activities to identify the development or changes.*  
(Principal 2)

These comments highlight the limited and narrow service of the TC and the absence of quality assurance. Two of these principals are females but there is no gender bias evident with regard to their observations on the TC's support services.

Contrasting with the above views, the responses of the teachers are predominantly positive regarding the training programs at the TC. Teachers indicate that they expected this kind of training.

*We like to participate in these practices conducted by the TC. The TC conducts practices that are needed for our teaching. The centres have all the required resources to implement the training sessions. The instructors are experienced persons. The major concern is the non-availability of sufficient opportunities to participate in these sessions.*  
(Teacher 32)

A male teacher addressed a new point and we can see that he tended to confirm the views of Teacher No. 32.

*When looking at the other training programs conducted, the training sessions at the TCs are somewhat different. We return to school after actively participating in the sessions.*  
(Teacher 35)

The centre coordinator said that STBCPD practices entrusted to them are being implemented as planned. The TCs were established with the main objective of implementing the new reforms introduced in 1998. Although various activities were expected to be implemented, at the moment only short term basis practices have been launched as an initial activity of the TCs.

However, it was clear from the discussions held with the principals that teacher educators from the TC visits schools and implement activities occasionally. There was correlation

between the number of STBCPD activities and the intervention of the TC. Schools 1 and 9 implement the highest number of teacher development practices. There is a vast difference between the nature of the coordination of the schools where the highest number of STBCPD activities are conducted and the schools where a minimum number of activities are conducted.

In relation to this point teacher educators at the TC explained the limitation on their interventions.

*At the moment greater attention is given to the training sessions at the centre. However we make school visits at the request of the principal and implement practices as requested. But there is no official responsibility, no availability of transport facilities or money to make such visits. We make such visits at our own expense.*

(Instructor 3)

Giving priority to conduct training programs at the teacher centre, without having financial assistance, support for schools on the request of the principal is limited.

### **Responsibility of the National Institute of Education**

The Ministry of Education and Higher Education (MEHE) has entrusted the responsibility of the administrative component for the TCs and providing academic support of continuing training in TCs to the National Institute of Education.

(Continuing Teacher Education, NATE, 1997:32)

It has been documented that providing resources to TCs is done through the Ministry and academic support is given by the NIE in the field of STBCPD of teachers.

The teacher educator stated:

*It is the NIE that gives academic support for TC work. The section of administration is handled by the Ministry of Education, Provincial Departments of Education and the Zonal Education Authorities. It was clear that each activity had been entrusted to each relevant section. I feel that the Teacher Centres are*

*sandwiched between these two. The different areas of work of the Teacher Centre, the nature of the contribution of the TC for the STBCPD is clearly explained in the Handbook of Teacher Centres.*  
(Program Developer 7)

In this regard the Centre Coordinator stated:

*All these physical resources are given by the Ministry. We have been recruited by the Ministry and have been given foreign training too. In the very beginning we received academic support from the NIE. In 1998 we met frequently at the NIE. Now we do not have such opportunities to meet very often. We had only one or two occasions to have meetings at the NIE in 2000. Now we do not have a good communication with the NIE. We are not ever summoned for progress review meetings.*  
(Teacher Centre Coordinator)

This statement indicates the reduction in the participation of the NIE in STBCPD for teachers. The continuous relationship that they had in the beginning had been reduced by the year 2000. Information was gathered to find the current involvement of the NIE in STBCPD. The two major occasions for calling TCs' academic staff were highlighted by the two teacher educators in the research who represented the NIE, where they indicated they had been summoned to examine the TC work and as well they had been summoned for special a seminar.

However, more occasions for TC coordinators and other teacher educators to be summoned are listed from reviews of the available documents at the NIE.

The list shows the purposes of calling the TC's staff to the NIE in relation to the STBCPD of teachers at the beginning of this new project at the NIE.

- To identify the professional needs of teachers
- To examine the centre work
- To review progress
- To participate in national level seminars on continuing education
- To participate in training of trainers' workshops

- To participate in special seminars conducted by the professional specialists
- To plan, design and prepare future programs.

In practice, it appears, these purposes and contacts are reduced considerably. In relation to the STBCPD of teachers, the NIE has specific tasks to annually and it is clear that the NIE is more keyed to the academic field of teacher development. Its functions:

- Training of trainers
- Identifying professional needs of teacher educators and teachers
- Preparation of STBCPD practices
- Professional development of teacher educators, course writers, curriculum developers
- Presenting proposals and intervention in the education system based on the findings of relevant research
- Experiments in new methods
- Conducting research to identify strengths and weaknesses
- Progress review programs

(Action Plan, 1999:47)

It is quite evident that although annual programs have been scheduled they are not implemented for various reasons. The official role of the NIE is laid down in writing, but due to problems faced in certain situations, the NIE is not able to fully carry out this role. (Annual Plan, 2002, 2003).

What is really clear from all this is that no planned work is done by the NIE and the communication which was there earlier is not seen now. In the years of 2000, 2001, 2002, 2003 the NIE looked into the annual work plans drawn up by the TCs. The activities planned for the annual plan revealed that in some instances completely new activities have been carried out without maintaining a link with the scheduled activities (Annual Plan, 2002, 2003).

The NIE has gradually reduced the allocation of money for these activities. Funds released by the World Bank at the beginning of the years 1998 and 1999 this were Rs.3,500,000 while for 2000 and 2001 it had been reduced to Rs.800,000. In 2001 it was further brought down to Rs.500,000 and no money was given in 2002 and 2003 (Annual Plans, 1998, 1999, 2000, 2001, 2002, 2003).

What is really clear from all this is that the NIE played an active part at the outset, but this has tailed off gradually due to problems faced in obtaining funds. This shows that when implementing the program of continuing education, there were some problems that can be seen now but not at the beginning.

The relationship between the schools and the NIE is not a very strong or compulsory one, as explained by the respondents in this study. The NIE and the schools were not legitimised in relation to the STBCPD of teachers.

The general perception of the members of the ten focus groups can be summarised as follows:

- NIE officers visit schools only rarely.
- Teachers do not know the reason for the NIE visits.
- NIE officers do not investigate the teaching-learning process in classrooms.

Even these things happen on an *ad hoc* basis and it was generally agreed that the NIE and the schools do not have a meaningful relationship in this regard.

The responses of the principals were not positive in this area but some specific points were made by them.

*I was called by the NIE for analysing the teacher's professional needs of our teachers. In addition, they called me to participate in one session which was planned for TC staff on TC work. I participated in it. Once in a while they have come to the school and collected information from me regarding TC training work and our teachers' work as well. Normally they stayed only one or two hours.*

*It was just like an emergency work. It seemed to me that it had an ad hoc nature and did not have any kind of academic plan.*  
(Principal 9)

Only a few schools had received special opportunities to be involved in the NIE activities. Principals stated:

*I participated in principal training programs conducted by the Principal Academy at the NIE. At that time the resource persons mentioned about the TC work related to the continuing professional development of teachers. Nevertheless these educators did not directly express or emphasise the TC work. The officers who were responsible for this task at the NIE did not work with them.*  
(Principal 1)

*Up to now, I have participated only in one session. But we have participated in the principals' training sessions in the principals' academy at the NIE more than in these programs. The provision of the necessary experience on the STBCPD activities was very low and not adequate.*  
(Principal 7)

In relation to this, the senior academic officer explained how they give awareness to principals about TCs and the responsibility of the principals for their teachers' STBCPD.

*We have asked them to maintain close links with the TCs and make use of human and physical resources which are available at the centre for the development of their schools. The project at the NIE is responsible for TC work. The NIE working culture is not friendly or cooperative. So I plan and conduct the principal training with my staff. Other centres also plan their activities without having any link or assistance from the other sections of the NIE. The project of the continuing teacher education does not have any connection with our academy.*  
(SAO)

This data reveal that not only the NIE and the schools but also the project team and the principals' academy do not have professional links when they perform interrelated tasks in the education system.

The principals did have some positive experience of the relationship between the NIE and the schools.



*The NIE did not want to find out the end results of their activities and so far no mechanism had been introduced for the purpose. There are occasions when the officers of the NIE visited. But they are extremely rare. We would really welcome them to join us. Sometimes we are invited for programs and awareness programs were held for us along with the coordinators of the TCs. I have participated in the principals' training programs. We discuss STBCPD programs at those sessions. But we receive very little awareness about them.*  
(Principal 8)

This indicates what contribution the NIE could render to the system. Further, the principals in general criticised the absence of a mechanism or system to monitor the impact of STBCPD for teachers in schools and the fact that the NIE had not engaged in this process of monitoring and evaluation

This is clear from the work plan for the Year 2002. The necessity of such a mechanism is made clear in the annual plan of 2001 and 2002 (Annual Work Plan, 2001:117 and Annual Work Plan, 2002:134). It is evident that the NIE has been limited in its contribution to the implementation of STBCPD for teachers.

Clearly, through the school system, schools have a very close contact with Teacher Centres but there is no clear evidence of similar links with the NIE. The Teacher Educator from the NIE here stated that:

*We are not allowed to have direct contact with schools. But for special reasons we could do that through the ministerial and the provincial authorities. But to collect data for our research and other purposes such as school curriculum, experimental activities, we can go to schools and we can summon principals, leaders and teachers to the NIE also. In addition, we cannot maintain a close relationship with the school system.*  
(Program Developer 6)

The contribution of the NIE is through the Ministry, Provincial and Zonal Education Offices. The data do not give any information on the NIE contributions to the administrative component of STBCPD for teachers and its contribution has been limited only to the academic component. Even so, the academic contribution is also gradually being reduced and now the NIE provides only a very limited number of special seminars and little else.

## School Culture and Teacher Development

The data reveal that the nature of school culture has been influential in STBCPD of teachers. The ten schools here reflected ten types of school culture. When looking at the resources available in the schools there are vast differences. The schools where there are adequate resources are the 1 AB schools and a majority of the professional development practices are found in these schools. Type 3 schools have classes either from Grades 1 to 8 or Grades I to 5. These schools do not have adequate resources. In such schools professional development practices are minimal. At the same time, type 3 schools are about 20 kilometers from the TC, and teachers do not have basic facilities to cope with an emergency. One principal spoke about this situation in a very frustrated manner:

*Neither the children nor the staff have even the basic facilities, electricity, a science laboratory. The school looks like a school abandoned by the MOE. So how can you think of teacher development in such an environment? They are sent to TCs to participate in their training sessions. I make them aware of and inform them about the new reforms in education. I cannot simply do anything further than that in my school. The teacher cannot implement what is contained in the reforms. They do not have the necessary facilities. Without money, without training I cannot do these things.*

(Principal 10)

This confirms the data collected through observation of the situation by the researcher. One teacher said:

*No one is there to look after us. There are not even the basic facilities for us. So we cooperate with each other and do our work to the maximum. We attend the training sessions conducted by the TCs but very seldom.*

(Teacher 50)

It is clear that such a school environment is not conducive to a positive learning culture.

School 1, where the highest number of professional practices are conducted, has a very different school culture. The TC is actually within this school premises. From the

information given by the principal and the teachers and also the researcher's observations, is a very positive learning culture in this school. Its characteristics identified are:

- Teachers have been grouped according to sections.
- The principal has decentralised his responsibilities.
- The responsibility for maintaining cordial relations with well wishers was assigned to one group.
- The responsibility for working with the past students was entrusted to another group of teachers.
- Teacher needs are collated at the general staff meeting of the school.
- The needs of teachers are prioritised in accordance with the time within which these needs could be fulfilled.
- A monitoring team, including the VPs and sectional Heads have been appointed.
- The group entrusted with teacher appraisal work evaluates teacher development experience gained externally as well as internally.
- The school celebrates a “professionals’ day” annually. On the professionals’ day the principal, teachers and at the same time teacher educators in the TC involve themselves in reflecting on certain specific activities done during the year.
- It was evident that groups are in general cooperative but that five teachers, four females and one male, have fallen out with the principal. One teacher said that the principal does not give her any opportunity to display her talents or capabilities. Another said that, although she had qualifications in the field of counselling, the counselling work in the school was not given to her. Another teacher said that she is not nominated to participate in the outside training programs. The other two teachers said that they are not being released from the school to get back to their own hometowns after more than five years of service in the school.

This shows that even in an environment where teachers work cooperatively, there can be persons with negative attitudes. In addition to this negative point, the observation of the researcher was that this school had the required resources, policy and an environmental medicinal garden. Attempts had been made to keep the environment clean and beautiful.

The principal has teachers working with the students to keep the school environment clean and beautiful.

The principal in this school explained the relationship with the TC:

*Very often, I obtain the assistance of the TC. I make use of the resources available at the TC whenever required. I wanted professional development to provide solutions to problems regarding the new reforms, school-based assessment, child-centred learning etc. The teacher educators at the centre conducted training sessions for the whole staff of the school on these topics. Sometimes, even outside consultants were invited to our school for this purpose. Actually, teachers like a change. I am really enthusiastic to implement such practices in my school.*

(Principal 1)

It is clear from this statement that this advantaged school conducts school-based practices with the assistance of the TC and that the principal is also in favour of school-focused teacher development rather than external approaches. It is also quite evident that this principal is very keen on developing her staff as well as the school and at the same time she appreciated the teacher changes that took place as a result of school development practices.

A conspicuous factor is the monitoring committee appointed by the principal. This is engaged in whatever duties are entrusted to them. According to what they said, one member of the committee gets involved in this work for at least two periods of each day. The committee consists of ten members. It was only in this school that a school committee of this nature had been constituted.

It is clear from the following profile of this committee that the members who have been appointed to it are those who have more than 12 years of experience and possess post-graduate level qualifications. One of the participants in the focus group was the head of the committee who explained its functions, highlighting the difficulty of its task.

*It is a difficult job. We try our best to minimise problems encountered and go ahead with our work. Since the members who have been appointed are experienced and informed in their subject the teachers are not reluctant to get*

*their assistance. We do our work in a very collaborative way through discussions. We will inform you of the effectiveness of our monitoring. We constantly contribute to the development of the teachers; whenever there are problematic situations, we direct them to the principal. We try to contribute to the development of teachers with the help of the TC. Our guidance is obtained for their action research projects.*  
(Teacher 1)

The principal of this school pointed to the approaches which she applied to carry out the school's task so as to have positive results in the school.

*I have allowed the teachers to do their duties most independently. If we work hard together, all of us will be able to get positive results. The TC is very close to our school. I get their assistance. At my staff meetings, apart from giving them official information I always make it a point to give them something which will contribute to their development. I always plan the meetings in that way. Sometimes teacher educators from the TC visit the school and talk to the teachers about the new developments in education, various innovations, and sometimes the teachers are given new experiences. I too talk to them about whatever new experience I have received. We do all these in a very flexible way. I always like to develop the school in concurrence with the teachers. Their views are always valued and considered. Well all of us do not get together and work untidily, or we will not be able to build up a conducive environment in the school.*  
(Principal 1)

These explanations reveal that the principal works collaboratively and in a flexible way with the teachers to create a healthy environment in the school.

Some special characteristics can be discovered from the views expressed by the teachers of the focus group of this school.

*Our sectional head teachers look into our professional development needs. The principal has assigned them to do this. They also inquire about the programs that we participated in the TC and the research activities we do in the school.*  
(Teacher 2)

*We are given the opportunity to go to the computer room and learn there. The teacher in charge of the computer education has been told to teach not only for students but also for the teachers as well. We download information from the*

*internet. Every teacher is given the opportunity to use the computer for a few hours a week.*

(Teacher 6)

*In addition to the annual general PTA meetings, sectional level PTA meetings are also held. Participation is quite satisfactory. When considering the work the teachers are engaged in, their participation at these meetings is appreciable. Parents not only express their feelings of love and concerns for the children but also the education of their children. In addition they get the opportunity to exchange ideas about how to lead a good family life.*

(Teacher. 5)

These teachers make it clear that the school environment contributes not only to the development of the school but also the school community. The other nine schools in the research do not have the resources and facilities that are available in School 1. Though basic facilities are available in these schools according to the type of school, it can be seen that dedication and commitment of the principals and their contributions to the development of the schools are very different from one another.

Ten focused areas were identified through the researcher's observations of the ten schools. There are shown in Table 5.26.

**Table 5.26 Focused areas of the schools**

No.	Type	Special Characteristics
1	1AB	Student and then whole school development, the clean environment.
2	2	Implementation of the curriculum.
3	1C	Student learning and annual celebration.
4	3	Extra curricular activities and annual celebrations.
5	1AB	Extra curricular activities and commemorative programs.
6	1C	Extra curricular activities and keep the school environment clean.
7	2	Priority for students' learning and teacher development.
8	1C	Students' learning and the school surroundings.
9	1AB	Students' development and teacher development.
10	3	Students' discipline and welfare.

What is really evident from the analysis of these specific characteristics of the schools is that schools where, students' learning received attention, more teacher development activities could be seen inside the school and teacher learning was also given priority in those schools. At the same time, there are schools where attention is focused only on extra-curricular activities and other annual celebrations, with fewer teacher development practices evident.

## Section Five – Research Question Four

The data gathered for the fourth research question are analysed in this section. The following table indicates the source of data.

**Table 5.27 Research Question and Sources of Collecting Data**

What strategies may be required and what elements could be incorporated to further develop the existing Sri Lankan Model of the Short Term Basis Continuing Professional Development of Teachers?	<p>Focus group meetings with teachers – (semi structured questions) 13, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31.</p> <p>Individual interviews with principals (semi structured questions) 5, 6, 8, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25.</p> <p>Focus group meeting with teacher centre coordinator, program developers and instructors – (semi structured questions), 17, 18, 19, 20, 21, 22, 23, 24, 25, 26.</p> <p>Individual interview with the senior academic officer at the Principals' Academy in the NIE, 10, 11, 14, 15.</p>
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The teachers, principals, teacher educators, and the senior academic officer in this research all expressed their opinions and suggestions for the improvement of the existing provisions for STBCPD of teachers. Since a vast difference could not be seen among these suggestions, they were brought together without reference to the category of respondents. Six major themes emerged and all suggestions are presented in this section under these themes.

## **Academic Field**

- Teachers and principals need more opportunities to participate in STBCPD practices.
- The teacher centre should have programs at various levels from general to advanced.
- Smaller type of programs within week-days or week-ends can be conducted for head teachers, parents and student leaders.
- The STBCPD activities conducted outside the schools should be centralised around the TC.
- Teacher Centre should be a multifaceted service centre instead of conducting training sessions.
- TC services should not be limited to activities out-side the school. TC should come to the school often.
- Teachers as well as principals should receive professional practices from the TC.
- Pre-service teacher training and training programs for pre-school teachers should be conducted by the TC.
- The TC should be a place for teachers as well as for other members of the school community.
- TC services should be focused on individual school needs and the common needs of the school also.
- The TC should be the central place for teachers to have frequent and positive interaction with teachers from other schools.
- Principals and teachers need an awareness of self-directed professional development activities.
- Knowledge of and experience in working as a team, working with peers or colleagues should be given to teachers regularly.



- The professional development of teachers should be assigned to a small team of teachers in the school under the guidance of the head teachers of the school.
- Awareness should be given to all principals of new strategies in professional development of teachers by the NIE and the teacher.
- If principals recruited have not had training in management they should follow a three months' induction course at the principal academy in the NIE.
- TC should act as a training centre and as a resource centre for all schools.
- Self-directed learning modules should be available at the centre
- Teachers should be trained on the day-to day issues which they face in their learning-teaching process.
- Opportunities should be provided to teachers to participate in more activities, or training, inside the school or at the TC.

### **Management Field**

- An approved national level policy should be provided by the Ministry of Education for school-based professional practices.
- Activities performed through the “school family” should be properly coordinated and should be well planned by the TC.
- Coordination of the work between schools and TC should be properly planned and monitored.
- Teacher recruitment and transfers should be school based so that the needs of schools such as the lack of teachers for English, Science, IT, Technical Studies, Aesthetic and Physical Education are met as early as possible.
- The NIE should develop a pool of qualified persons with potential for appointment as principals to be appointed when vacancies arise.
- Framing a separate unit in each school for STBCPD is very important.

- It is very important to have a separate financial allocation for individual schools for school and teacher professional development.
- Educational authorities should give further consideration to processes for the accreditation of STBCPD for teachers.

## **Resources**

- All schools should be provided minimum facilities to implement have school-based professional development practices
- All schools need basic facilities to create a learning culture, which helps to give teachers learning opportunities for their professional growth.
- Schools should be made to receive electricity, telephone and computer facilities to exchange new information among schools.
- Principals as well as all staff members should be given a proper knowledge of maintaining and utilising the available resources at the school without day-dreaming of additional resources from the ministerial level.
- Resources such as computers, overhead projectors, photocopiers should be provided to all schools.

## **Coordination**

- The TCs and all schools should work together closely.
- All professional development activities should be interrelated and coordinated.
- There should be a strong coordination among all STBPD practices conducted outside and inside the schools.
- NIE and schools should have an effective interaction to communicate the reality, actual needs and problems.

- Principals should work together as a team when they conduct programs for teachers in schools.

### **Monitoring and Evaluation**

- Teacher educators should visit schools to assess teacher performance continuously.
- School visits should be included in the activity plan of the TC to facilitate this continuous approach.
- Teacher educators should make arrangements to assess the impact of their programs.
- There should be a monitoring system to monitor the teacher performance.
- There should be a mechanism for measuring teacher development and students' achievement levels. This mechanism should come through the Ministry, provincial or zonal education departments.
- Specific changes or developments of teacher's professional behaviour should be evaluated.
- The process of professional development of teachers' should be monitored continuously.
- Criteria for assessing the inside-school activities are needed similar to the assessment criteria documented for professional activities conducted by the TC.
- A simple and workable mechanism should be introduced to the school system. Development of teachers should be assessed and evaluated.
- An independent panel to monitor and supervise the recruitment and deployment of teachers within zones should be established at the zonal level as it is likely to be more sensitive to the needs of local schools.
- An appeal mechanism related to teacher evaluation should also be established at provincial level.

- Priority should be given in the performance evaluation of teachers to those who have participated STBCPD programs.
- Criteria should be established for evaluating the teacher performance.
- A supportive supervision system is needed to facilitate teacher progress and change.
- Most problems emerge when teaching new lessons. Such problems and related needs should be collected regularly, at least quarterly.

### **Incentives and motivation**

- An applicable promotion system is needed. Sometimes teachers are not given priority for participating in professional development activities if no incentives are provided.
- A teacher promotion system which is limited to document consideration at present, should be activated, and teacher promotions and incentives should be visibly related to professional growth.
- Stagnation of long periods at their level of the service ladder should be eliminated and a promotion ladder incorporating on continuous professional change using proper and formal evaluation methods be implemented.
- The scheme of teacher promotions should be reviewed, amended if necessary and implemented without fear or favor to ensure equity and quality in education.
- A scheme for merit promotions also should be introduced based on a performance appraisal. The performance appraisal schemes for teachers and principals currently available in the system should be reviewed without delay.
- Self-directed improvement and self motivation of teachers should be emphasised and extended.

## **Summary**

This chapter presented the results of the data analysis of the study. The data collected through focus group meetings, individual interviews, formal and informal observations and documentation review were related to the four main research questions. The data were divided into three major areas and four major sections were included for analyses. Section One of the chapter presented the basic information including main characteristics of the research participants.

The Sections Two, Three and Four presented the data under the relevant subheadings in relation to each of the four major research questions separately. The data is largely qualitative and, where necessary, a quantitative presentation of information was made. These results provide the foundation for the discussion, conclusions and recommendations in Chapter Six.

## **Chapter Six**

# **Discussion and Recommendations**

### **An Overview of the Chapter**

This chapter will discuss the findings of this research in detail. Information extracted from the data analysis will be presented comparing the elements of current practices with the desired practices learned from international experience and with the relevant directions from theory. Concepts and approaches from literature will be cited where necessary to discuss or reinforce conclusions. A set of recommendations will be presented on the evolving model for Short Term Basis Continuing Professional Development of Teachers in Sri Lanka. Areas for future research and for further development will be presented.

### **Background**

This study was conducted with the following four assumptions.

- At present there is a model in use for STBCPD of teachers.
- If this STBCPD is to be effective and productive, in addition to the training programs conducted by TCs there has to be a component of school-based teacher development combined with it.
- Whether it is school-based or TC-based the practices for teacher development have to be based on adult learning theories and approaches.

- There has to be an effective coordination between the authorities and the personnel responsible for the STBCPD of teachers if it is to yield best results.

Qualitative research methods were used for this investigation and simple methods of quantitative data analysis were used occasionally. Elements of grounded theory were also used by the researcher. Focus group meetings, individual interviews, observations and documentary reviews were adopted to gather data for the investigation. After analysing the collected data, the researcher was able to arrive at the findings and conclusions which are presented in this chapter. The following aspects have been chosen for discussion.

- The role of the “Teacher Centres”
- New Approaches for the Training Model
- Purpose of STBCPD
- Access for TC practices
- School-based Practices
- Professional Needs of Teacher Development
- Adult Learning Approaches to Professional Practices
- Supportive Environment for Teacher Development
- Coordination among the Responsible Authorities
- Monitoring and Evaluation

## **The Role of the Teacher Centres**

The reforms to teacher-training are largely implemented through the TCs. The researcher has described how the TCs have been involved in the professional development of teachers utilising the human physical resources available at the TCs along with its vision and its mission (Chapter One and Chapter Two). Chapter Five analysed data pertaining to the tasks and the functions of the TCs. The documentary evidence (Teacher Centre Handbook, 1998 and NATE, 1997) and the general view of the all research participants and observations of the training by the researcher show that the STBCPD which is

implemented out of the school is centred in the TCs. The researcher found that there were a few instances where resources from the TCs come to schools for training activities conducted for teacher development. However, in the Yearly Activity Plan of the TC, such training programs were not included. This appeared then to be an *ad hoc* arrangement. It was revealed that these programs were conducted after specific requests made by the principals of schools.

Further, TC visits do not happen in every school. Out of the ten schools in this study only three principals reported such instances (Principals 1, 7, 9). The schools situated in close proximity to the TC made use of these services often, but other principals reported no such involvement. This reveals that mostly STBCPD training practices were conducted by taking teachers away from their working environment. Even in the three schools, the training programs conducted were not of the same standard.

The general opinion of participants here was the TCs have their training programs planned in advanced and the TCs and the schools do interact (see Chapter Three and Chapter Five). There are also circulars issued by the Ministry of Education and by the Regional and Zonal Department of Education related to the TC training programs. There is however no legal authority for the training activities carried out by the TCs inside the school itself. This is the reason, as the study reveals, for not having these activities documented in annual plans (Teacher Centre Coordinator: Principal. 7; Teacher. 36; NATE, 1997; Teacher Centre Handbook, 1998).

Another finding of the study was that the TCs very often try to conduct training programs only for small groups and numbers of teachers without making use of their rich resources for other multiple services. The TCs have a fairly large training area, new technological equipment, library facilities, audio and video facilities (Teacher Centre Handbook, 1998:28). But this study shows that the available resources are not used for providing multiple professional practices for teacher development.



The findings show that various terms such as Seminars, Workshops, One Day/Two Day program, Training Sessions, Awareness Programs are used for training activities at the TC. All these terms are used for programs which are similar in nature. Yet, the literature reveals that multiple functions and services of TCs are found in countries such as Israel and Zanzibar engaged in professional development (see Chapter Three).

In comparison with TCs in other countries, the Sri Lankan TCs appear to perform a very narrow function. This research reveals that giving mere training does not cover the purpose of teacher professional development. The circulars sent out by the ministerial authorities indicate that Sri Lanka relies mostly on TC training activities for the STBCPD of teachers. Gough (1998), identifying key characteristics, saw the main functions of TCs as providers, as facilitators, and as initiators of educational services. Furthermore he noted that other TCs are offering opportunities for diagnosis and provision of in-service teacher training, a swift response to needs, a secure environment and professional esteem arising from a sense of involvement. This type of working culture and multiple service provision is not visible in the TCs of Sri Lanka.

It is shown in this study that the opportunities provided by the TC for professional development of teachers are insufficient for the teachers in the education zone. This has adversely affected the teachers' continuing development since the continuing teacher development component has been centred on TCs alone, disregarding school-based development. There is a clear need for increased numbers and range of these professional development practices at the TC to meet the professional demands of the teachers. The current professional development practices at Sri Lankan TCs are limited mainly to training sessions.

This study concludes that the STBCPD practices provided by the TC for teachers are not up to the expected standards. If the TCs' efforts are to be successful it has to perform multiple services, including regular school-based services.

## **New Approaches for Training**

The main finding is that priority has been given to the “Training Model” in the implementation of STBCPD. It is an “off site” training conducted outside the school. The training approach to teacher development is a traditional age-old model (Hoban, 1996; Robb, 2000). When analysing the data collected from the focus group meetings, interviews, observations and the documentary evidence all reveal significant differences between the traditional model and the recommended approach to professional development. (Teachers 8, 23, 29, 30, 44; Principals 1, 7, 9; SAO). The merits and constraints of the traditional approach of training are discussed in Chapters Three and Five. The conventional model of training was used only until the new education reforms were introduced in Sri Lanka. In general the research data emphasise that in contrast to the traditional model, the changed training model has been linked with the new reforms, which have operated since 1998. The data show special characteristics in the new model which are different from those of the old model. As pointed out by the group of teacher educators and the teachers (Teachers 4, 8, 12, 24, 30, 44; Teacher Educators 3, 7; Teacher Centre Handbook:5). Multiple methods and techniques such as small and whole-group activities, individual assignments, field experiences, role play, brainstorming sessions, question method, demonstrations and discussions have now been incorporated into the training model to give a dynamic change to the traditional model. The research here indicates the following key points of contrast between the two models.

- In the process of planning and conducting the new training activities, priority is given to fulfilling the professional needs of teachers.
- Since the numbers of participants involved in such training programs were fewer, everyone involved had more opportunity to participate in each session actively.
- Opportunities were provided for participants to express their needs, experiences and opinions, positive as well as negative, regarding the performance of the training activities.

- The human and physical resources necessary for the changed training programs are available at the TC.
- A specific place and minimum of three facilitators are available to conduct a program.
- Training programs are learner-centred and also provide healthy interaction between the resource personnel and participants.

These characteristics are similar to those highlighted by Sparks and Hirsh (1997) and Robb (2000) who underscored the content and methods of training as more relevant now to teacher learning than in the past. The study of the history of teacher training in Sri Lanka (Perera, 1996), Meththananda (2001), and Gunawardhana (2001) reveal that the failure of the traditional training programs induced the authorities to introduce relevant changes into the training approach when implementing the new educational reforms (Teacher Education Reforms, 1997:32-34). International research findings (see Chapter Three) and the findings in this study reveal that the changed teacher training model has integrated new methods and approaches which have enriched the training environment. These include support group activities, discussions, individual and group activities, multiple presentation tools, strategies to incorporate higher-order thinking skills and integrating technology in-to training component (see Chapter Three).

The analysis of research data and the international research findings from the literature (see Chapter Three) clearly highlight the changes to the conventional training model. Moreover, the research reveals that the training approach used for continuous development of teachers has been updated. The teachers and principals in this study highly commended the new training approach and critically pointed out the ineffective nature of the traditional approach (see Chapter Three and Chapter Five). It is evident that the traditional training model for STBCPD of teachers has moved into a “transformation mode” from the “transmission mode” (Gunawardhana, 2001).

## **Purpose of STBCPD**

It was revealed that the purposes of STBCPD are to broaden, refresh, retrain and update teacher's knowledge. In addition, making teachers aware of the educational reforms also was revealed as another purpose of STBCPD. The literature review describes the practices of making teachers aware of educational reforms as effective practice towards professional development of teachers (Chapter Three). Hargreaves and Fullan (1992) and Villegas-Reimers and Reimers (2000) present a much wider purpose of continuing development of teachers to include cognitive development, motivational development and career development on the one hand and personal development, professional development, student development and school development on the other. These types of goal were not revealed from the document review or from the teachers or principals included in the sample of this research. The revealed information was more inclined to emphasise subject knowledge and pedagogical skill development.

## **Access for TCs Practices**

It was revealed that access to teachers to engage in professional practices in TCs has been limited. The documented evidence and all participants of the research emphasised that the focal point for STBCPD practices is the TC. However, the access to teachers to those activities are limited. Only very limited opportunities have been available to teachers to such TC practices during 1998 to 2003 (see Chapter Five). It was revealed that the objectives of the teachers' professional development expected from the TCs would not be fulfilled under these circumstances. The evidence was that since groups of only 35 teachers are called for one training event, it is probable that the participation of all teachers is not likely and takes virtually one full year. It was revealed that even under planned programs, some teachers have been dropped and no opportunity was given to those who were not included. Since the number of participants to a group is limited to 35

teachers, there were much fewer opportunities for schools that have much larger staff and they could not have been properly served.

## **School-based Practices**

Different types of professional development practices are currently in use in the ten schools here, but their degree, quality and level differ. These practices can be categorised according to the following three approaches described by Hargreaves and Fullan (1992:2).

- Teacher development as knowledge and skills development where teachers are equipped with the necessary knowledge and skills to provide students improved opportunities to learn
- Teacher development as self- understanding, where the focus is upon the teacher as a person
- Teacher development as an ecological change, which highlights the importance of the context of the working environment.

All twenty four practices described in Chapter Five belong to the above mentioned three categories. Therefore, it is evident that the current practices available in the school level are internationally recognised effective practices. However, the research reveals that the school-based practices were not organised by higher authorities in the education system nor were they documented as accepted school-based teacher development practices. These practices are implemented under informal administrative arrangements at different levels and standards.

The evidence from other countries shows that school-based professional development component is implemented with the assistance of the State Government having legal authority, and is relevant to stages of the career ladder of teachers. The standards related to the teacher development career ladder have been documented in TC practices

(National Education Commission Report, 1997). The data here reveals that the education system in Sri Lanka has not given equal attention to school-based professional practices of teachers (Principal 5, Teachers 2, 11, 17, 26, 49, 50). The ten schools in this research present an unsatisfactory, inconsistent and vague picture of school-based professional development. There is no documented legal authorisation or policy level statement for this component.

Four schools in this study implemented school-based practices on a larger scale than the other six schools. The degree of acceptance and attitudes of principals, head teachers and teachers towards school-based practices differ considerably and the respondents here expressed contradictory ideas regarding them. While one principal emphasised the importance and value of school-based activities, another principal, who implemented the lowest number of practices with the lowest standard, was eager to speak only about the difficulties of implementing the practices within the schools.

One school gave priority to action research while another emphasised reflective journal writing or a case study approach. Other schools focused on individual development project activities and whole-school development project activities and on information technology where appropriate physical and human resources were available. The research reveals that the 24 practices were not adopted in all schools but 12 practices were the minimum number found. The focus practice changes at different times. For example one of the schools in the research sample had once given more attention to a school cluster program, but later this was changed to reflective journal writing. Similarly, target areas differ from time to time.

It is evident that in the four categories of school there are differences in the number and the standards of the practices adopted, both among categories and within each category. For example the facilities available in 1AB schools are more or less the same, but in the three schools in this category in the study, practices varied from 12 to 24 indicating that factors other than facilities influenced the adoption of professional development practices.

The research found that the practices so adopted fall in line with internationally recognised approaches including the “Teacher Researcher” approach, action research approach, case study approach, inquiry approach, reflective practice approach, project based approach and educational reforms approach (Chapter Three). The research found that practices such as writing journal, reflective teaching and professional days, are not adopted in all 10 schools. Practices such as peer coaching, open discussion, self-assessment and library visit introduced by the TC are also not adopted in all ten schools. Furthermore, practices such as innovative group, reading group and writing group introduced by the school are not practised in all ten schools.

Practices such as educational reforms, working with school family, project work, case studies, action research, staff meetings, sectional meeting, teacher appraisal, curriculum changes, subject content introduced by TCs, have been introduced to schools from circular instructions issued by the Ministry as part of improving student learning and not as school-based teacher development. Those practices are adopted in all the ten schools, although the standards are different. This leads to the conclusion that the authority of ministerial advocacy is particularly influential in adoption of practices and this should be considered in introducing professional development practices into schools.

The research reveals a strong relationship between the continuous exposure of the principal to training and self-learning, and having more opportunities for updating skills, and the number of practices adopted and attention paid to teachers’ professional development in schools. The research also reveals a strong relationship between closer interactions among principal and the number of practices adopted. Practices such as internal promotions as motivation are adopted in all schools where such a relationship exists. This leads to the conclusion that teachers adopt professional development practices if there are incentives for practices that can be undertaken at school level, such as internal promotions. Although these are not introduced by circular instructions they could increase adoption of in-school professional development practices (Principals 1, 7; Teachers 2, 3, 33, 35, 45, 50).

It is also apparent that teachers adopt practices such as action research, case study and project-work which are research oriented and show visible and measurable results, which leads to the conclusion that such characteristics are more attractive for inclusion in professional development practices. This was a commonly shared view of all respondents. This is the concept of “Teacher as a Researcher” emphasised elsewhere. (Cardelle-Elawar, 1993; Goldston and Shroyer, 2000; Butler, 2002; Crockett, 2002). Hargreaves (1994), emphasises that research should play a more effective role in advancing the professional quality and standing of teachers. It is documented that research in practice is a way of increasing the body of knowledge of the discipline and enhancing the teachers' own professional development.

The principal of School No 1 had instructed his staff to engage in individual action research based on the classroom problems faced by them. The teachers who participated in focus group meetings explained how they identified problematic situations in the classroom, how they set about remedial action to solve them. Furthermore they expressed that the immediate positive changes which they saw at the end of the application of the remedial activities (Chapter Five). Allan and Miller (1990) have shown that teacher development can be brought about through action research which is based on the school working environment. Such research as professional practice could be seen in all schools in the study. A basic awareness about action research was given by the TC training programs. The practice in schools was effective and teachers have actively engaged in it with the support of the school leaders.

Case study is another school-based teacher development practice found by the researcher in these ten schools, although not to the same degree and level. Here the teachers approach a problem from various angles. They are also inclined to identify its causes and find solutions systematically. These schools have given the same pride of place to these case studies as given to action research. Series’ of case study activities in a variety of different settings in schools have been conducted elsewhere; for example, those reported



by Kelley (1998); case studies are useful continuous professional practice of in-service teachers.

Project work has been identified as another development practice in this research. The Sri Lankan education reforms of 1998 emphasise use of the project method to bring about a change in the learning-teaching process in relation to the transformation roles of the students and teacher. O'Neil (1995) speaks of this practice in bringing about teacher development. The researcher here found that even the quality and the impact of this practice varies considerably in different schools. The education reforms of 1998 introduced project work as a student activity, not emphasising value as a tool of teacher development. This practice, however, does have the additional value of enhancing the professional development of teachers who are engaged in activities that are part of student learning processes.

The study shows that giving awareness and experience in relation to educational changes or educational reforms influences teacher change. This emphasises the importance of teachers as agents of educational change and improvement (Fullan and Stiegelbauer, 1991; Fullan, 1993; Sparks, 1996; Loucks-Horsley, 1996). McDiarmid and Kelly (1998) concluded their report with several astute observations about Kentucky teachers and their professional development and reported that many schools are moving toward whole-school reform programs as part of their professional development.

Tomlinson (1997) and Sparks (1996) have emphasised that updating teachers' experiences related to timely reforms is one aspect of teacher development, especially in this reform era. Enhancing teachers' development in the light of new reforms is taking place in all ten schools in Sri Lanka, but again to different degrees. Fox and Fleischer (2001) and Kodithuwakku, (2002), pointed out that empowering teachers in new educational reforms can be carried out as a professional development practice of teachers. This could be achieved from the school-based professional practice, as is clearly indicated by these research findings, which reveal that all ten schools had taken action to empower teachers in giving awareness about the new educational reforms, in addition to

the TC training programs. The research participants further revealed that in giving awareness about the new educational changes, resource persons from the TC occasionally came to schools and conducted training sessions for each section as well as for the whole staff on the requests of the principals. It appears that this is not part of their planned activity but only occurred at the requests of made individual schools.

The research found that, even without specific incentives, teachers adopt practices such as updating on educational reforms, curriculum changes and subject changes when they are of direct relevance to student performance in the teaching-learning process; that practices seen to have direct impact on student performance are more likely to be adopted irrespective of other benefits. Resources, especially of time and opportunities, are seen as imperative for such professional development activities.

The research reconfirms the wide acceptance of the need for wider teacher interactions to stimulate interest in adoption of professional development practices. The practice of working within the “school family” has been adopted by all these schools and the resulting increases in interactions provide multiple benefits including subject knowledge, practical experience, problem solving and exchange of resources which help facilitate professional and personal development of teachers. The school family concept is therefore another approach for school-based teacher development. Without necessarily getting involved in external programs, the school's teachers interacting in “School Family” arrangements can share their experiences, solve problems, exchange resources and enlighten each other on innovative procedures. The gifted in these family units can “light up” other members. In the same way, weaknesses can be identified and remedial action taken on a common basis.

The researcher saw how school family and cluster school concepts help teacher development. Turbill (1993) has advocated cluster school and school network ideas for teacher development as well as improvement in student achievement levels. In Sri Lanka the physical and human resources are being shared between schools to explore mutual knowledge and professional experiences. They show that this cluster school concept is a

more positive factor in professional development than each school working separately. All ten schools in this research implement this practice with their neighbouring schools, though not as members of the same school family but belonging to different school cluster units.

Participants in the study revealed a lack of knowledge on the value of practices such as staff meetings and sectional meetings as useful tools for professional development. This resulted in the low levels of adoption in the schools even though these most commonly available tools could be used effectively if taken beyond their traditional function of transmission of information to include the function of transformation of teachers (Chapter Five: Principals 1, 7, 9, 10). Out of ten schools four show their staff meetings and sectional meetings deviating from the traditional meetings. The principals made it a point to discuss something innovative with the staff in both general and individual sections. These meetings are not only for giving information but also to be academic forums, where teachers learn something novel.

Such meetings help to broaden the general professional outlook of teachers. Johnson (1996), Lieberman (1995), Batty (2002) speak of the staff meeting being used as a tool for teacher development within the school. The teachers in this study who participated in the focus group meetings, and the principals, expressed positive views regarding this modern concept of the staff meeting as against the traditional one. Again however, such meetings are not seen in all the schools, and several maintain the traditional structures of meetings. Meetings can be implemented at low cost and can include all staff members at the same time and place and be quite easy and simple to organise, but this is not being taken into account by all schools.

It is evident that school-based professional development practices such as the above including open discussions among teachers, should be given much more attention by the TCs so that capacity-building for the relevant stakeholders in the school system can be facilitated for effective adoption of them. Such facilitation is observed to be a necessity. Peer coaching can be classified as “critical friendships” (Holden, 1997 see Chapter

Three). This practice was seen in only three schools in the sample, even though training in it was provided by the TC and senior teachers in the schools.

Reflective practice by teachers with the help of a journal maintained in relation to their teaching-learning activities is another school-based professional practice that came to light. This was seen especially in four schools where the principals have taken keen interest in encouraging their teachers in this practice. The principal of one school maintains a journal in relation to his own tasks. Schon (1991); Ball and Cohen (1999); Moon (1999); Groundwater-Smith et al., (1998); and Tillman (2003) explain how important it is to maintain a journal for “reflection on action” and “reflection in action” and “reflection for action” in documenting the development of participants’ thinking and learning. Clark (1990) sees teachers as “Reflective Professionals” and emphasises the importance of teachers being reflective thinkers and practitioners while engaged in their teaching tasks (see Chapter Three).

The study reveals that the practices of journal writing and reflective teaching taught in the TCs are not available for all teachers. Out of this sample of 54 teachers fewer than 21 had exposure to them. Those who were exposed highly valued the knowledge gained. Provision of this knowledge to all is time consuming. This leads to the conclusion that alternative action has to be taken to fulfill the responsibility of the TCs for teacher continuing professional development which is only partially treated at present in this context.

It was observed that the gaps in resource availability to facilitate the adoption of practices such as web-based learning, innovative group, reading group, writing group and library visit limit adoption of professional development practices within schools in the same category. In the technologically-developed countries web-based learning is used as a tool for teacher development (Lieberman and Miller, 1992; Leh, 2002; Robinson, 2002). Out of the ten schools, only one has this practice in operation but the facility is available for the students, not for the teachers. However, this principal has given all the teachers time

and opportunity to make use of this facility for their professional enhancement (Chapter Five:Principal 1) although it demanded by others.

Reading groups, writing groups, innovative groups, clinical supervision, professional days, have been recognised as teacher development practices, (Alman, 2003; Jone, 2002; Batty, 2000; Tomlinson, 1997; Lieberman, 1995) when listing activities for school-based teacher development. In these practices teachers work as a team, thereby creating a learning culture by discussing and helping each other in their personal and professional growth. McCotter's study (2001) explores the way in which participation in group practices by teachers helped them to sustain their progressive beliefs about education and demonstrates how such relationships can enable continuous professional growth for teachers who want to study and support each other and change together. These practices could be seen in only a few schools of the ten schools again at various levels.

Batty (2002) and Tomlinson (1997) have discussed the "Professional Day" as an effective professional practice. This type of activity could be identified by the researcher in two schools. The principals of this schools explained how the teachers could release themselves from their daily routine school work and make use of the professional day organised with the help of the school community. What this study reveals is that it did not involve additional resources and it could be implemented smoothly and effectively. The issue faced by the researcher was that this idea is not common to all schools. What was revealed by the focus group meetings and the individual interviews was that the principals have not enlightened all teachers on this practice.

### **Adult Learning Approaches to Professional Development Practices**

The teacher development programs carried out prior to 1998 and the programs after 1998 differ considerably. The STBCPD which came into effect after 1998 has several innovations. This is because the new program came into being to overcome the shortcomings envisaged in the earlier program. The factors which contributed to the

failure of the conventional training approaches (Perera, 1995) were all evident in the teacher training as practised prior to 1998 (NEC Report, 1997).

Perera's report to the TETD emphasised changes needed in the traditional model. In this report he stressed the necessity to deviate from the traditional lecture method and give the teachers a chance to actually participate in the training process. The stakeholders in the NIE and TCs accepted the idea positively and tried to bring about certain changes in their teacher training model (TETD Activity Plans, 1998-2003).

The Activity Plans (1998-2003) revised the old model. The stakeholders considered ways and means of giving the teachers a chance to actually participate in the training process. Discussions with the TC revealed the importance of the following procedures:

- Giving priority to teachers professional needs.
- Considering the teachers as experienced persons in their profession.
- Minimising use of the lecture method and substituting multiple learning teaching approaches.

The teacher educators here pointed out that the lecturer now has to play the role of facilitator. This training process has to be based on humanistic adult learning principles. It has to be related to the real-life process and involve changes in behaviour. The researcher discovered that some of these features are already part of the adult learning approaches in the relevant literature (see Chapter Three). The particular characteristics emphasised by Knowles (1980), Brookfield (1995), Johnson (1996), McCombs (1997), and Terehoff (2002) as those of adult learning can be seen in the teacher development practices identified by Meththananda in teacher training programs in Sri Lanka (2001). He found out that the adult learning approaches to teacher development catered for the professional needs of the participants and provided them with opportunities to share their experiences, in an environment of active participation. Participants were not accepted as merely empty vessels but were practice and experience-oriented learners responsible for their own learning.

The findings of this research in STBCPD practices reveal that the elements of adult learning theory, have not been practiced with sufficient knowledge or understanding of the theoretical perspectives. This resulted in only partial adoption of these elements. Instructions were not specifically given by the relevant authorities and personnel to follow adult learning theory when planning and implementing new STBCPD practices. The current practices are not theory based (Chapter Five). The limited adoption of more effective practices could be attributed in part to the absence of knowledge on adult learning theory, principles, approaches and methodology. Activities limited to mere training cannot produce the desired results.

Furthermore, it is evident from this research that the school-based practices conducted inside the school were only partially parallel with the adult learning approaches and that those practices were also implemented without a sound knowledge base in theory or principles.

These teachers have opportunities to implement the practices with their peers and colleagues without having any pressure from their leaders. Teachers have the flexibility and opportunity to exchange and expand their experiences with their professional colleagues. Active participation of teachers has been maintained throughout recent practice. These features were identified as effective factors of professional development activities of teachers by Johnson (1996), Glatthorn and Fox (1996) and Terehoff (2002) and all are included in adult learning theory.

Furthermore it is revealed here that especially in TC activities, instructors work as facilitators of teachers. Deviating from the traditional role of the instructor, the new instructor has a supporter's role as can be seen in the performance of the instructors in this study. Particularly good supportive roles could be seen from the leaders in four schools in relation to the development of the teachers. In these practices, the characteristics of adult learning theories and approaches are remarkably visible, though non-theory-based and in varying degrees.

## **Supportive Environment for Teacher Development**

A supportive environment for teacher development in the school is an essential condition not only for teacher development but also for the development of the whole school. The presence of this condition in a school results in positive interactions with the outside teacher education authorities (Jonhson, 1996; Glatthorn and Fox, 1996; Mackenzie, 1999). This research also shows that a non-supportive environment in schools adversely affects professional practices and professional development in the school. This study reveals both supportive and non-supportive environments to various degrees in the schools which strongly affected teacher development in positive and negative ways respectively.

## **Availability of Resources**

This research found poor distribution of resources resulting in disparities among the same type of school. It is noted that 1AB Type schools in remote areas have not received the same resources as those granted to similar urban schools of the same type (Principal 1 and 9; Focus Group1 and 9). The research highlights that different standards in the STBCPD practices in schools were due to this reason among others. Type 3 schools in urban areas have telephone facilities while similar type schools in remote areas do not have the same facilities either for students or for the staff. Owing to such disparities it is difficult to generate the interest and participation of the teachers in professional development practices.

It is apparent that principals face problems in requesting external resource personnel for teacher development practices because there are no separate budget lines for such purposes. Existing internal arrangements are difficult to execute because of expectations of allowances when people get together for in-house professional practices. Individuals perceive these physical problems differently. In USA, schools at national level as well as



state level have appropriate facilities to maintain a supportive environment in schools (Turbuill, 1993; Fermanich, 2002). In-school and outside-school practices were supported there state-level policy makers providing authority and resources to sustain the practices. Furthermore more attention was given to in-house practices than outside-school practices. It is concluded that the current Sri Lankan school system is not designed to provide financial, physical and human resources for school-based teacher development. Ministry approval is given to TC activities for the provision of professional development for the simple reason that STBCPD is expected to be provided by the TC. Hence financial and other resources are directed largely to the TC.

It was found in the study that more practices are performed in the schools where there are more resources, considerably fewer in schools that are poorly equipped. As Fermanich (2002) and Turbill (1993) emphasised, adequate facilities need to be first provided to teachers, to have a quality learning environment for students. Only six of these schools have library facilities and only two of these have adequately resourced libraries. The other four of these libraries have limited resources and are inadequate to cater for their students. The other two schools do not have even a small library, which is essential to a learning culture in schools since not only students and teachers but the whole school community utilise the school resources for self improvement (Asian Productivity Organisation, 2001).

While one school has facilities with technology for teachers to acquire web-based learning, other less fortunate teachers in schools in remote areas do not have even a room to spend their free time together (Chapter Five). There are special cases, however, where the principals' enthusiasm for TBCPD have produced remarkable results even without having such a resourceful environment.

### **Supportive Management**

In addition to a resourceful environment, a supportive management structure is important to create a professional development culture in the school (Johnson, 1996; Clark, 1999;

Mackenzie, 1999; Kerka, 2002). The findings show different kinds of management style in the ten schools studied. In four schools there were effective supportive interactions and interrelationships among the principals, vice-principals, sectional heads and teachers. One school used peers for supervision and planning of school development. The principal was sensitive to teacher concerns but she took final authority on all administrative work as well as the teacher assessment process. Also this principal monitored all classrooms, making brief informal observations or “drop-in” visits to observe and reinforce good teaching to assess general school climate, and to note the emergence of any teaching-learning problems.

Several sources highlighted the value of decentralised leadership, connecting with sub leaders to share responsibility in this school. Tasks for professional development are assigned to small groups of teachers. One school utilised twenty-one different professional practices, the highest number implemented in one school. The focus group in this school generally stated that the management team gave everyone the opportunity to participate in training sessions conducted outside the school, especially at the TC.

## **Leadership**

In the search for essential and most powerful factors in teacher development, a conducive environment and effective leadership require a leader who is supportive (Johnson, 1996; Mackenzie, 1999; Harris, 2001). This study found only an unclear and complicated picture of leadership performance as in these schools; a leadership with all the required qualities could not be observed in any of these schools. One reason for these varied standards of leadership is that no policy directives have been issued by the Ministry or Regional Educational Departments regarding leadership roles or school culture relating to professional practices. As a result, principals do their work without due direction, or responsibilities for, or positive attitudes on teacher development or school development.

In four schools, leadership and coordination for a supportive environment were significantly limited. The leadership functions were not decentralised; only the principals

have direct contact with teachers; vice principals and sectional heads completed their tasks as directed by the principals. These principals were very keen to send teachers out for professional training, especially at the TC, since their schools do not have the necessary facilities. They do not give special attention to decentralised activities as do other principals, attempting only to maintain the current situation, without offering any innovative or creative activities for teacher development. These principals also complained that they do not get opportunities to expand their professional career.

These principals had neglected their roles as instructional leaders because they were pre-occupied with their role as administrators, resulting in less attention to teacher development practices at school level. The supervision of the teaching-learning process was done by keeping records of performance of teachers only to prove that ministerial directives have been complied with, rather than to help teachers improve their performance. Teachers in these schools expressed their grievances with disappointment and discontent. These schools do not have the supportive environment of other schools. One reason given for the existing situation was the importance the principals placed on satisfying parents by fulfilling their expectations for their children's learning. These principals' major concern is in gaining the good will of the parents. Therefore teachers were pressured only to concentrate on students' learning and this is seen as producing lower teacher morale in these schools.

### **Professional Development of Principals**

Continuous "updating" programs are not available for principals in Sri Lanka. It was found that The Principal Academy in the NIE is the only educational institution providing development programs for principals. It conducts long-term, short-term and thematic programs for principals from time to time, but the data revealed that since it does not have enough facilities, it is difficult to get the participation of a large number of principals for programs in the academy at one time. Only four principals in this sample had participated in long-term programs and two in two short-term programs conducted by the academy. Two other principals had been called for two short-term basis programs but

they could not participate because of their administrative work at schools. Two principals with 12 and 10 years experience as principals still had not received any opportunity to participate in these programs.

It is clearly evident in the study that one institution like the Principal Academy could not provide professional practices for all principals in the 9821 schools in the country. Even if it is expected to happen, it would take a very long period of time to achieve such an objective. Principals have limited opportunities and they are invited to participate in the programs they have to spend more time and money to get there. All the principals in this study mentioned the difficulties in going away from their school and family. However, like teachers, it may be concluded that principals need professional enhancement to perform their professional duties as demanded by today's society.

The conditions necessary to provide opportunities and facilities for principals and leaders to have insights required for professional enhancement with new trends and needs, as emphasised by Sparks (1993); Ginige (2001); and Kodithuwakku (2002), are not evident in the Sri Lankan education system. Provision of opportunities to teachers for professional development cannot be ensured if the door to the continuous professional development arena is not opened to principals and school leaders. Caine (1998) and Clark (1999) shows that principals have an influence as facilitators and supporters for the professional development of teachers by valuing ongoing professional practices and by developing collegiality among the staff. In this sample, the contribution, accountability and responsibility of the principals varied considerably since they had not received opportunities for professional development in an equitable way. The data show that these variations have affected not only the teacher-learning process but also the whole-school development process in positive and negative directions

Since Sri Lanka does not have principals' training institutions except the Principal Academy, the principals responding in the study mentioned that TC should also cater for principals' development. Decentralisation of the principal development component to TCs is a suggestion emerging from these principals.

## **School Planning**

Creating a climate which is open, honest and conducive to self-evaluation helps people to work together. School development planning is about adapting the culture of the school through its management arrangement, to enable and improve the school adaptation and management of other changes. Furthermore it has been shown that school leaders who see themselves as “school designers” create an atmosphere conducive to implementation of learning for teachers. (Craft, 1996, Buckner and Flanary, 1997). However, the data here reveal that participation in school planning had not been given priority in eight out of the schools in the sample. The teachers in three focus groups revealed that there were no opportunities for them to participate in the task of school planning and express their views and opinions.

## **Overloaded Teaching Tasks**

The workload assigned to teachers, shortage of teachers in schools, high pupil-teacher ratios with more than 50 students in each class, subject contents which are broad and which require more time for teachers to assess and undertake student evaluations, curriculum content which requires more time and co-curricular activities which also take more time, poor or no library facilities and too few schools all discourage and prevent teachers from getting involved in professional development practices. These are the reasons indicated by the teachers in the four schools who have fewer opportunities for STBCPD than teachers in the schools studied.

The study concludes that all the above environmental factors, the variations in contributions of the principals, the differences in school-based professional practices due to inequities in the distribution of resources the lack of opportunities for principals and leaders for capacity building in professional development, the lower attention to school development action planning and the heavy administrative workload to principals and heavy tasks overload of teachers have obstructed the emergence of supportive learning

environments in schools for professional development of teachers. These must be overcome in order to create a supportive environment and a learning culture for teachers in all schools as a national need in Sri Lanka.

### **Coordination Among the Responsible Authorities**

The responsible authorities can be classified into two sections according to the nature of the responsibilities they carry. One class of authorities provides academic support while the other provides administrative and management of resource provision (see Chapters One and Two). This study mainly focuses on the academic component. However, the researcher could not totally ignore the administrative and management aspect as the two sections merge very closely.

Although these two sections have a powerful inter-relationship, the data did not show when and how two authorities communicated on matters related to the STBCPD. Furthermore the data gathered from the researcher's observation and the teacher educator interviews indicate that at present, the academic support is not being provided by the NIE. As documented, the relationship between the schools and the TC is readily apparent. The focus group and interview data further emphasise this. The data also reveal, however that the relationship between two authorities was not as visible except on an *ad hoc* basis. The research findings reveal that at the beginning of 1998 the NIE and the TC had a close relationship. However by 2003 it had become only a weak and remote connection. The annual plans of the NIE and the TC do not indicate any current activity based on a relationship between these two institutions.(See Chapter Three).

It may be concluded that even the documented responsibilities of the TCs and the NIE in relation to the STBCPD of teachers are not being implemented with the proper coordination between the two institutions. The *ad hoc* nature of this coordination is also indicated by the research participants.

There is no documentary evidence on the nature of school-based STBCPD practices but strong evidence in the documents on supports available for TC practices outside the schools. There are no regulations in respect to school-based teacher development practices which further indicates that school-based development practices are not regularised at present. All ten schools revealed that there is a connection between the TC and the schools to the TC-based professional practices.

The research data show that three schools have maintained relationships with the TC in relation to the STBCPD of teachers. Furthermore it reveals that due to the responsibility which three principals have taken with regard to the STBCPD, effective coordination is being maintained by them. Two other schools had not shown such a close connection. The academic relationship between these schools and the TC is different. The relationships of four other schools were weak and ineffective only involving them in sending teachers to the TC for the training sessions.

The general view of all ten principals and the teachers is that a very remote connection exists between schools and the NIE. Hargreaves (1996); Johnson (1996), the Mississippi Department of Education (1996) say that all authorities and offices responsible for teacher development should look at teacher development as a whole and not as divided tasks. All the data here conclude that this type of a relationship does not exist between authorities and officers responsible for teacher development in Sri Lanka. The research does not show any meaningful relationship between the NIE and the schools beyond a very weak one. However, a relationship was found between the TC and the schools and the Education Ministry directly coordinates with the TC in providing administrative and managerial services. Funds are directly allocated from the education Ministry to the zonal and regional education departments. It is apparent there are only weak relationships between the NIE and the schools, NIE and the provincial authorities, NIE and the Ministry of Education.

## **Monitoring and Evaluation**

Monitoring is a reviewing process which should be adopted from the beginning to sustain and support the teachers' further development. Evaluation should be done based on some standard criteria to ascertain when the teacher has reached the anticipated end of the process of desired change. These two have to be planned along with the planning of the process of change and have to be stated in writing at the outset. The document review here shows that these two components have been included in the new educational reforms (Presidential Task Force, 1997:41-45). The research, however, reveals that no such mechanism for monitoring and evaluation is implemented in the education system related to teacher development in Sri Lanka.

In three schools simple assessment procedures were identified by the researcher. The interest of the three principals of these schools promoted the adoption of these procedures. Such procedures were not present in the other schools studied. In order to achieve the desired results of teacher development a well-planned monitoring and evaluation mechanism is essential. The national plan developed by the Ministry of Education (see Chapter Three) has incorporated the processes for monitoring, assessment and evaluation of STBCPD practices but the research reveals that these processes have been limited only to the documentations and the responsible authorities are not implementing them.

Furthermore, the documents only describe the monitoring and evaluation criterion in respect of teacher centre-based teacher development practices with no reference to school based teacher development.

The data further reveals that no serious or systematic attention is paid to assessing school-based teacher development. In three schools such procedures can be seen as principal-oriented practices but this could not be generalised to the whole school system. These procedures are used in these three schools in an internal promotion system. The study



reveals that when such a promoted teacher is transferred from one of these schools to another school, he or she loses the promotion.

The principals of these three schools were of the view that the monitoring and evaluation procedures implemented in their schools should be reviewed and linked to the documented professional ladder in the national plan to motivate teachers. This view is compared to what Massachusetts Department of Education (2000) shows in the system in Montgomery County Public Schools where the monitoring, assessment and evaluation process in relation to professional development of teachers has contributed to the motivation of teachers to continue their professional development. The process involved a teacher evaluation system and professional development practices that span teachers' entire careers and supports the goal of ensuring success for every student through excellence in teaching and learning.

Interstates New Teacher Assessment and Support Consortium (INTASC,1992) utilises a performance-based assessment and approach clarifying the criteria for assessment, placing more emphasis on the abilities teachers develop than the hours they spend in training programs. In this study teachers and the principals confirmed the need to have a system for assessment and evaluation in respect of STBCPD of teachers. This has to be a system which is officially authorised, school-based and teacher centre-based, with equal weight given to both. Also there has to be coordination between these two systems of monitoring, assessment and evaluation.

The participants in the focus groups described the evaluation of TC practices at the end of each training session to obtain the reflections of participants. The reviewed evaluation reports provided further information on this. This reflection is useful for administrative and financial purpose only. If we are to expect a real and positive change in the participants, assessment and evaluation procedures have to involve principals, teachers, educators and other relevant responsible personnel. This is a process that cannot be carried out by one authority, office or individual. All stakeholders in the teacher development process must cooperate in evaluating it. Apart from their suggestions, the

participants here did not describe any specific method for monitoring, assessment and evaluation, but the necessity for such procedures was emphasised.

The above leads to the conclusion that it is not possible to measure professional change in teachers resulting from professional practices in the absence of a monitoring and evaluation system and while the main purpose of TC-based and school-based professional development is to produce professional change in the teacher who has to be assessed.

### **Professional Needs of Teacher**

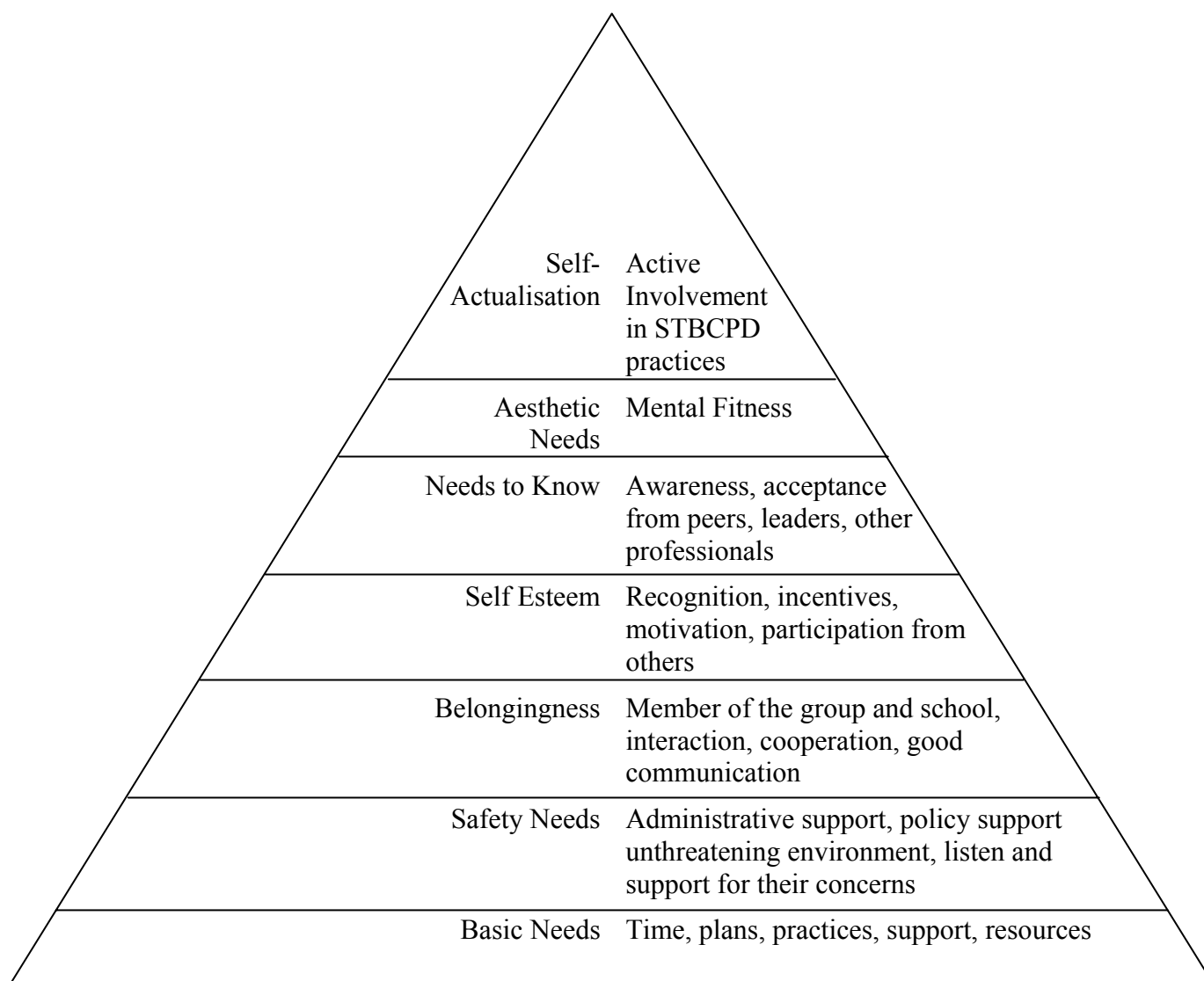
This research found that STBCPD in Sri Lanka has taken into consideration the professional needs of teachers in implementing professional development practices. The data show that appropriate procedures of identifying the professional needs of teachers, classifying these according to national needs and local needs, preparing programs based on such needs and implementation of responsive procedures have been considered by the TCs when developing the training activities for teachers. In five schools various methods were employed to identify professional needs of teachers. The data reveal that after general needs were identified, school leaders had taken action with the assistance of the TC to organise appropriate activities for teachers without the teachers leaving the school. However, the implemented practices did not cater for individual needs of teachers because the practices produced were general in nature and not addressed to individual needs. Craft (1996) emphasises that professional practices should cater for individual needs because within an individual need there are various levels of focus. Such variations have not been present in the STBCPD practices. Huberman (1989) and Steffy et al., (1999) have described different professional needs related to the career stages of teachers. The data revealed that career stages or related professional needs of teachers were not taken into consideration in planning STBCPD practices of teachers.

Gough (1998) described teacher needs in terms of personal intellectual needs; personal professional needs; the needs of schools; and the needs of the educational system.

Attention has been paid in the current system only to the area of basic needs without addressing the other higher levels of needs viz. security, safety, self esteem and self actualisation (see Chapter Three). This research found that in the current system only a small part of basic needs of teacher professional development has been addressed. The study reveals the limited consideration of the teacher as a human being having higher levels of needs, either professional or personal, in the current Sri Lankan system.

The concept of teacher professional development cannot be achieved by catering only for training needs. Hence this research reveals considerable doubt about the effectiveness of such professional practices. Since there is no recorded evidence of any systematic monitoring, assessment and evaluation procedures being carried out, there is no way to adequately measure their effectiveness. The fact that the professional activities have been planned according to the teacher professional needs does not prove that the human development aspect has been taken care of, and this research reveals that it is necessary to consider the human development approach broadly and deeply as well. Teachers need to know the approval rating standards for professional activities undertaken to climb their professional ladder and have the time and resources to engage in STBCPD practices. These have not been catered for in Sri Lanka although professional development of teachers is said to be important. This research emphasises that a major need is to adopt specific strategies to address the variety of inadequacies and frustrations the field of STBCPD of teachers in Sri Lanka.

The Following Figure 6.1 presents a holistic picture of the relationships of the STBCPD needs of teachers with those in the Maslow's "Hierarchy of Human Needs". (Huitt,1998)



**Figure 6.1 Application of Maslow's Theory for Professional Development (© H.D.A. Lalitha)**

Figure 6.1 presents Maslow's Theory of hierarchical needs juxtaposed with the teacher professional development needs. The study reveals, that teacher professional development needs can be identified and ordered according to the hierarchy as Maslow indicated.

It is possible to recognise the basic needs of teachers in professional development as indicated. Once basic needs are fulfilled the other needs appear and demand attention. If the lower level needs are not fulfilled, it is difficult to produce an environment for the next level needs to emerge and be satisfied.

It is recognised how important the safety needs are, to expect the next level. With the right environment with administrative and policy support producing an unthreatening environment, it is possible to expect interaction, cooperation and communication to take place. When weak interaction, cooperation and communication are seen, it is always identified as to be deficiencies of the basic needs and safety needs. This establishes causality among the needs. If the lower level needs are addressed, then the higher level effects can be expected.

In cases where teachers are seen to be active in professional development practices, it was always possible to recognise the belongingness needs are fulfilled leading to self esteem which comes from recognition and motivation. In the hierarchy self-actualisation is attained when teachers are fully engaged in STBPCD.

Figure 6.1 portrays a direction in which policy should provide for the teacher's professional needs-fulfillment. The study clearly revealed that even without a conscious theoretical basis where teachers engaged in effective and satisfying professional development practices, conditions were conducive to the fulfilment of such needs as portrayed in the hierarchy.

## **Recommendations to Develop the Existing Model of STBCPD of Teachers**

### **Recognition of School-based Practices**

School-based professional development procedures should be recognised by the Education Ministry, Regional Education Departments and the Provincial and Zonal authorities as having the same standards and value as the professional development practices provided by the TC. Rules and regulations and circulars to that effect should be produced and approved. Also teachers' school-based professional practices should be linked to the teacher career ladder and this relationship should be specified clearly. The same attention should be directed to the appraisal of school-based professional activities and recognition and the promotions that teachers obtain in one school should continue to be recognised and accepted throughout the career of the teachers irrespective of whether the teacher has to serve in another school.

A well-documented career path in the teacher centre-based activities should also be applicable to school-based practices and it should be clearly indicated as to how the professional activities within the school help teachers to climb the professional ladder. The policy makers at the top level should collaborate with principals of schools at the initial stage of school-based practices to decide a plan for appraisal since the school principals possess the practical know-how required for developing, implementing and monitoring school-based practices.

### **Diversification of the Support Services at the Teacher Centre**

The teachers' professional development activities conducted at the TC should be diversified. As Gough (1998) noted, TCs should function as providers, as facilitators and as initiators of STBCPD of teachers. There should be other practices that can be implemented by the TC in addition to the training sessions conducted there. Printed materials, pre-planned multi-media packages, self-learning programs are some of

multiple services that could be provided. Distance methods in which teachers learn with printed materials and technological methods for catering for specific needs in teacher development should be provided by the TC and there should be a different approach to introducing these practices. Teacher educators should go to schools and implement the programs there rather than at the TC, where the teachers have to be taken away from the school. The teachers like to experience a change in a secure and familiar working environment, although once in a while they would also like to participate in out-of-school professional practices. The TC should be a place to meet their colleagues and peers, their specialists, a place to have professional dialogues and negotiations with others. The TC should be the centre where new educational technologies are put into practice and it should be an educational information and resource centre for the school community.

### **Broaden the Purpose of STBCPD**

The purpose should be broadened in line with the elements expounded by Villegas-Reimers and Reimers (2000) including main three purposes, as cognitive development, motivational development, and career development. Ultimately the final purpose should include development of subject knowledge and pedagogical skills, personal and professional development, student development, and school development leading to the achievement of national educational goals.

Hargreaves and Fullan (1992) expressed a similar view, using different terms, listing three areas, as knowledge and skills development where the teachers are equipped with the necessary knowledge and skills to provide students improved opportunities to learn, development of self understanding where the focus is upon the teacher as a person, and development as ecological change which highlights the importance of the context of the working environment. The continuing teacher professional development should cover all the three areas as described above without focusing only on the area of knowledge and skill development.

## **A Plan for Action**

A properly designed general plan is needed for the TC in addition to the specific plan for TC-based programs, incorporating the specialised services which they provide to schools. There should be a component in the annual plan of the TC. The activities have to be pre-planned indicating how the teacher educators of the TC could move to schools to provide their specialised services, in addition to their normal duties at the TC.

There should be a school plan for each individual school relevant to the professional development of teachers. The plan should have data pertaining to facts such as whether the practices were in or out of school, the type and duration of the practices, participants and resource persons and a tentative budget.

## **A Broadened Application of the Principles of Adult Learning Theory**

Knowledge and application of adult learning theory are necessary for teacher educators to enable them to perform their tasks more effectively when planning, implementing and evaluating the professional development practices of teachers. The programs or activities need to be based on the view of how teachers as adult learners develop psychologically. Teacher educators should incorporate the principles and approaches of andragogy purposefully and intentionally into teacher development practices rather than using some elements unconsciously. The theoretical framework for teacher development should be based and focused on adult learning psychology and philosophy. Not only teacher educators, but also all school leaders and policy makers should have a broadened understanding of adult learning to be more competent facilitators and supporters in the STBCPD of teachers.

## **Consideration of the Levels of Professional Needs**

In teachers' professional development, there are different levels of need to be addressed. For example a practice recommended to a teacher who is about to retire should not be



given to a teacher who has had only a few years of service for the simple reason that the nature of the two teachers needs are likely to be different. The needs of the two teachers who need education counselling or action research may require different levels of counselling or action research depending on the type of exposure each teacher has received or the level of understanding already evident. The cognitive and affective demands placed by educational change are different as a result of a teacher's stage of development. Therefore, STBPD programs or activities for teachers must respond to their needs in the profession, their personal and professional interests, and the stage or the levels of professional development where they are located at a particular time.

### **Professional Development of Leaders**

The TC should cater for the professional enhancement of principals, leaders, and more senior educational personnel in the system. The concept of the school as a learning organisation should also be applied to the TC, with the TC becoming a learning organisation for the whole school community. Therefore, distance mode, web-based learning, in-house learning approaches and self-directed learning strategies should be introduced as short-term as well as long-term methods for the professional development of principals and other leaders, without taking them out from the schools. Principals should be updated with the current trends in teacher development to support their teachers.

### **Understanding of Day-to-Day Practices**

A broader understanding should be given to school principals on teacher development practices that can be undertaken along with the day-to-day-tasks performed within the school. In this way, tasks such as staff meetings, sectional meetings, and subject meetings can be used as platforms for simple, easily and continuously practised activities without much demand for external resources for teacher professional development. Such practices would produce a solution to the varied levels of professional development practices currently used in schools because these practices can be used effectively in all schools.

### **External Monitoring Process**

A sustainable and effective monitoring process should be practically visible in the professional development activities inside and outside the school. The ultimate criterion being to provide quality teaching learning process for students' higher attainment level. The quality of inputs in teacher development inside and outside the schools should be monitored by relevant authorities and the personnel from the planning stage as a continuous process to evaluate expected outcomes. The impact of the professional change of teachers can be measured if the process has been monitored continuously from the grassroots level (Johnson, 1991). Therefore, the responsible authorities should plan the monitoring mechanism collaboratively. What is the methodology to be used, how is it to be implemented who are the persons and who will be responsible for the implementation should be decided collaboratively at the initial stage and should be documented. Teacher educators who are responsible for implementation should be given proper awareness of the monitoring process before implementing the monitoring task. An intervention process should also be included in the monitoring mechanism to resolve emerging issues.

### **Internal Monitoring Process**

There should be a separate monitoring unit in each school to continuously monitor and assess the professional development of teachers. The school monitoring unit has to be recognised on par with the external (national) monitoring unit. Ongoing evaluation procedures must be linked with the professional development practices as pointed out by Jonhson (1996). Monitoring should also take the teachers' professional needs into consideration, just as teachers need respect, time, resources and the needs to be accepted, evaluated and receive feedback have to be given equal consideration. There should be a system to continuously monitor the process to ascertain whether all teachers' needs have been fulfilled along with those of students, school, system and society.

### **Professional Coordinator**

It is recommended that a professional development coordinator be appointed at school level. He/she could be a senior teacher who can take responsibility to undertake the short-term and long-term teacher development components. The preparation of an annual professional development program and the responsibility for monitoring procedures with the support of the other teachers should be assigned to this coordinator. The responsibility of submitting the relevant information to authorities under the principal's supervision also could be assigned to this coordinator.

### **A Collective Effort for Monitoring**

The organisation of both external (national level) and school monitoring units will provide a sense of responsibility and acceptance to the principals of schools where the school monitoring unit is functioning. The school is a complete unit. The entire school system is a much larger organisation. The monitoring process as it is documented at present has been planned by taking into consideration the whole system as a larger organisation, thus ignoring the smaller unit of the school. Therefore it is recommended to change this whole process totally and to focus it on the smaller unit, of the school. The experience gained in this process will be useful in planning at the micro level. Therefore, the monitoring process has to be piloted at the zonal level and then progress towards the regional and national level.

### **Performance Evaluation Process**

To determine the value of STBPD of teachers and to inform policy makers about its effectiveness, accountability and feasibility, a performance evaluation process is needed. There is a clear need to undertake continuous evaluation of the practices to ensure the effectiveness of the practices and the extent of changed teacher performance. Teacher changes and the outcomes as a result of the STBCPD practices could be indicated in charts. Since effective practices result in changes in student performance over time, the

teachers should be encouraged to collect ongoing data on student behavior. This whole process would emphasise the importance of the analysis of data related to student achievement and teacher change.

### **A National Framework for STBCPD Practices**

As suggested by the Mississippi Department of Education (1996) a national framework for STBCPD of teachers including the national curriculum for continuing practices should be introduced into the school system to fill the currently visible gaps. This will help to promote the accreditation of the different practices and to provide greater coherence for the practices. A framework should be introduced to provide the standards and indicators for each level of teacher development. Furthermore the framework should show the area of coverage focusing on subject knowledge, pedagogy and areas such as management responsibilities in addressing the needs of individual teachers, needs of schools and regional and national priorities.

### **Separate Budget for each School**

It is recommended that arrangements be made to have a separate budget for each school from government state funds as well as from international assistance, such as the World Bank. External agencies can and must support STBCPD of teachers financially, and with particular programs or activities that specifically address the needs of teachers. Plans are already underway in Sri Lanka to help overcome financial constraints, with financial allocations based on the type of school in the current classification system.

### **Providing Resources**

Teachers should be expected not only to keep abreast of developments within their subject areas but also to update their skills and understanding in the light of wider educational, social and technological changes. Also, teachers need opportunities as well as resources necessary to fulfill the demands of the public on the school system in this

information era. It is therefore necessary to equip schools with resources adequate for an effective professional learning environment within the schools itself. To achieve this objective at the national and provincial levels decisions and policy should be made which reflect the importance of the professional learning environment in the school, for teachers as well as students.

### **Effective Coordination**

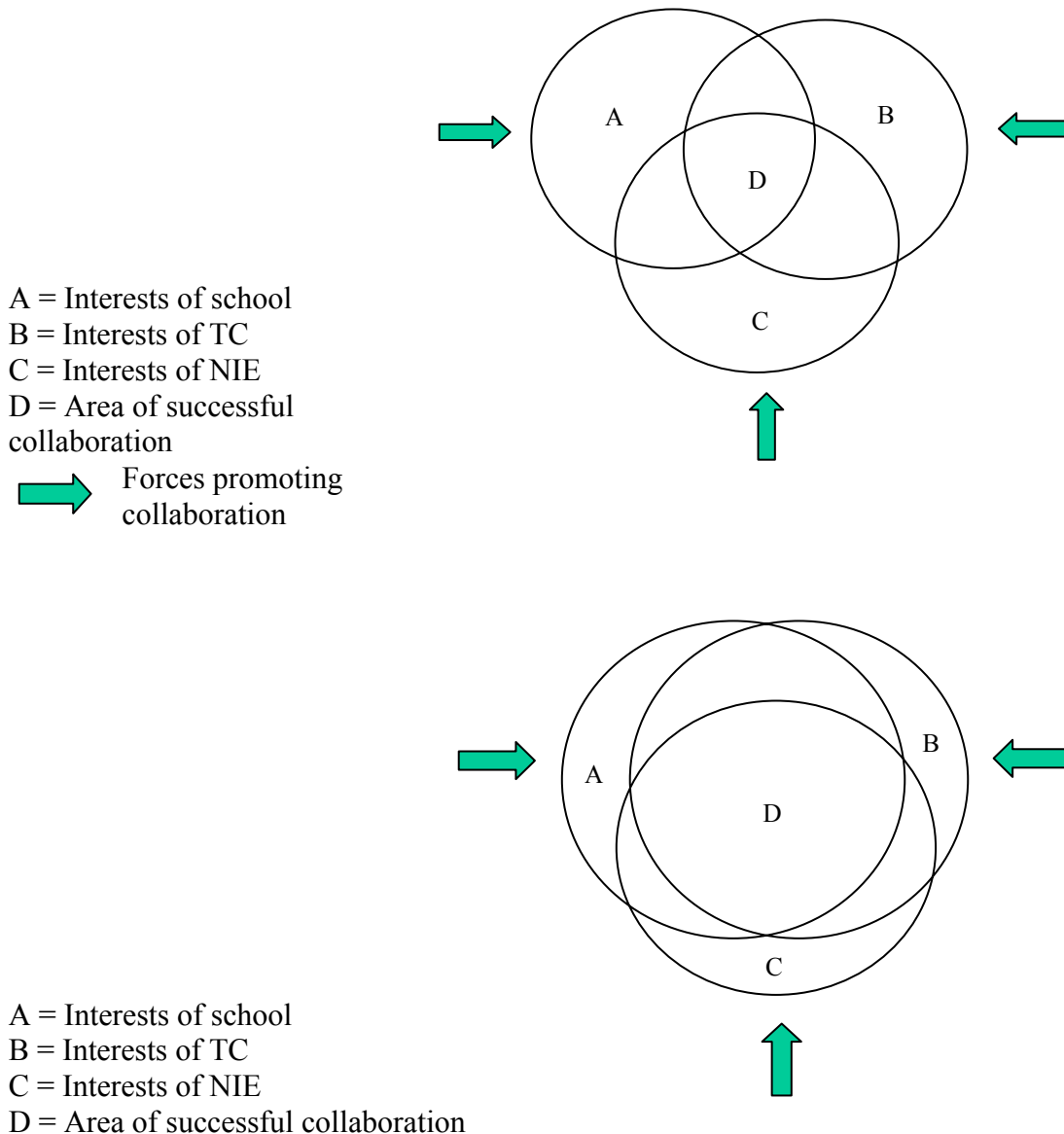
There should be more effective coordination among the respective authorities and officials. Although individuals assume primary responsibility for their own professional growth, STBCPD is the result of shared responsibility as well as cooperation and interaction among relevant stakeholders and authorities, employers and a wide variety of professional and educational associations. All the relevant institutions and officials should engage themselves in reflection on the type of coordination that exists among schools, TC, the Regional Education Departments, NIE and the Ministry of Education. This reflective process should reveal clearly the present situation and the limitations in the current coordination process. When there is an effective coordination among the authorities and officers who have engaged themselves in professional development practices there will be a collective responsibility for performing tasks. All the programs and practices must be coordinated so that unnecessary repetition is avoided and a logical sequence of experiences can be followed.

### **Collaborative Planning**

There should be a collaborative planning process between schools and the TC and this should be regularised. The TC should meet with the principals as often as possible and there should be a healthy two-way information flow. This is essential for effective planning, task-completion and achievement the specified objectives. The NIE should play the central role of active facilitator and empowering the TC with current educational practices to perform their professional tasks and to work to move stakeholders towards each other and to match their interests. This type of collaboration should bring all

relevant authorities together. The overlapping of various interests is represented in the following diagram which further illustrates the basis of this recommendation.

Diffuse forces that are taking the circles away from each other Promote action to push the circles to overlap so that “D”, the area of success meeting the interests of all, will be larger.



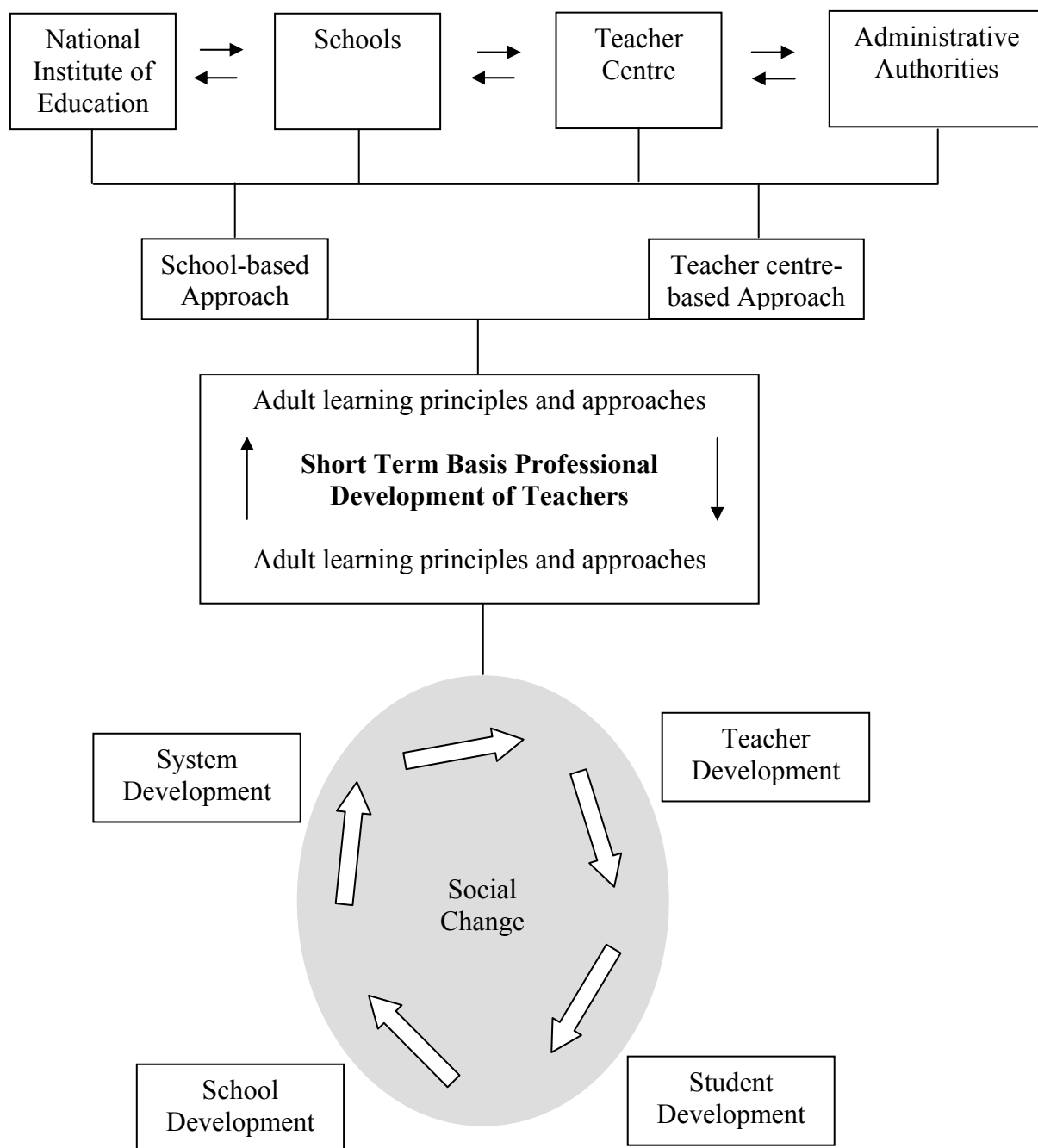
**Figure 6.2 Collaborative Process**

## **Integrated Process**

An integrated process of academic and administrative/management functions in professional development is recommended for effectiveness. All professional development activities should be cumulative in an integrated process directed towards optimum performance rather than a series of unrelated events (Livneh and Livneh, 1999). STBCPD should be revised along the above-mentioned lines to be an integrated process, incorporating the in-school (in-house, on-site) and out-of school (off-site) professional development practices embracing the adult learning philosophy linking the tasks of TC, NIE and schools (Academic tasks) with Regional and the Provincial Education Authorities, the Ministry of Education and Schools (Administrative tasks). In this way the two major fields, viz. academic and administrative, are integrated.

## **Integrated Model**

The model which emerges through all this can be identified as an “Integrated Model” that is recommended as a suitable and effective teacher development model for Sri Lanka. The strengths and weaknesses focused on in this chapter should be taken into account and the existing process should be developed to incorporate the recommendations and suggestions in such a model.



**Figure 6.3 An Integrated Model for Short Term Basis Continuing Professional Development of Teachers (© H.D.A. Lalitha)**



## **Further Research**

The current study was limited to the Short Term Basis Continuing Professional Development of teachers. A similar study could be undertaken of Long Term Basis Professional Development of teachers. A comparative study also could be conducted of these two major areas. This research was limited to one TC since all 84 TCs are the same in functions and the same in having physical and human resources. However, taking a larger sample of TCs, a study could be attempted.

This study concentrated on ten schools selected from five different contexts within one district in Sri Lanka. The selected district claims not to have educational facilities compared to those of a district like Colombo. Thus, similar studies in other districts would be useful to examine inter-as well as intra-district variations in the professional development of teachers.

This research focused on the academic component of the professional development of teachers. The administrative component could be a major area for further investigation in this field. Although separate authorities are responsible for these two components they are closely interrelated in the education system. It would be useful therefore to conduct research on inter-relationships between these two components as well as each one separately.

The ultimate objective of professional development of teachers is to gain higher achievement levels of students' learning as a result of professional change of teachers. This then is another meaningful and interesting area for researchers to conduct further research into the question of how, how far, teacher professional improvement affects students' performance. Further study could also be undertaken in selecting a special professional practice or a group of practices to compare their results and relative cost-effectiveness.

This study was carried out to examine the present situation of STBCPD of teachers and to present suggestions to improve the existing model of it. After implementing the suggested integrated model as a pilot, it would be necessary to conduct a research to identify its strengths and weaknesses before introducing it more widely.

The suggested areas for further research are warranted in order to ensure quality improvement of the teacher education in the context of its influence on the quality of students learning.

## **Summary**

This chapter discussed in detail the findings of the research data analysis. Information from the review of literature was incorporated as a basis for making broader conclusions as appropriate. The research findings and literature review led to the conclusions presented and consequent recommendations for developing the current system. Finally, an integrated model for refining and developing current STBCPD practice was presented. The chapter concluded with recommendation for further research in the area of continuing professional development of teachers in Sri Lanka.

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## **Appendices**

### **A Questionnaire for the Focus Group Meeting**

Semi Structured Questionnaire for the Focus Group Meeting with the teacher educators (Instructors and the Program Developers).

#### Part one

Background information

Educational and Professional Qualifications, Age, Gender, Years of Professional Experience.

#### Part Two

1. What tasks do you have for STBCPD of teachers as instructors/ program developers?
2. What opportunities do you provide for Short Term Basis Continuing Development (STBCPD) of teachers?
3. How do you develop programs for STDCPD of teachers?
4. Do you follow any kind of specific format for developing this program?
5. Do you follow any kind of learning theories, principles or approaches in developing the programs or activities for STBCPD?
6. Have you received training in relation to your present position or tasks?
7. Do you have experience in developing/ implementing STBCPD activities or any kind of programs before 1998? If so how did you develop/ implement these programs?

8. Do you feel that the field of STBCPD of teachers has provided some differences/ changes in relation to the new educational reforms that have been implemented since 1998?
9. What are the main factors that you are focusing on when developing these programs or activities?
10. Do you focus on their professional needs as individuals or on common needs of teachers?
11. How do you identify those needs?
12. Do you receive any supports from principals and teachers to identify the needs?
13. How do you obtain their assistance and how do you contact them?
14. What are the methods/approaches/ principles, that you apply when implementing these programs or activities for teachers?
15. Where do you conduct these programs, at the Teacher Centres or in schools?
16. How do you select and inform teachers to participate in these programs?
17. Do you feel that your programs are effective in creating professional change in teachers?
18. How do you identify these changes?
19. Do you have any kind of monitoring/ evaluation/ supervision system for this purpose?
20. Do you provide programs for Principals?
21. How do you get assistance from other institutions responsible for STBCPD of teachers?
22. Can you explain the relationship that you have with school, the National Institute of Education, the regional education departments and the Ministry of Education in relation to this field?
23. How do you get financial and administrative support?
24. How do you get academic support?

25. Do you have any opportunities for your professional enhancement?
26. Do you have any suggestions for developing the field of STDCPD of teachers?

## **B Questionnaire for the Individual Interviews with Principals**

Semi Structured Questionnaire for the Individual Interviews with Principals.

### Part one

Background information

Educational and Professional Qualifications, Age, Gender, Years of Professional Experience, Type of school

### Part Two

1. How many teachers do you have in your school?
2. Have all those teachers received initial training?
3. Have they participated in STBCPD programs?
4. What are your views on the STBCPD programs or activities conducted by Teacher centres?
5. What are the good professional practices that should be provided by the field of STBCPD of teachers?
6. Do you send your teachers outside the school to participate in professional development programs?
7. Where are the places or institutions?
8. Why do you send the teachers to the Teacher Centre or other places for this purpose?
9. How do they provide these programs for teachers?
10. Do they ask and how do they ask about needs of teachers and your school development?
11. Do you participate in developing the programs at the Teacher Centre?
12. Do they follow any learning theories / principles or approaches to develop and implement these programs?

13. How did you train your teachers in implementing the new curriculum that was introduced by the educational reforms?
14. Do you think that teachers' professional needs are fulfilled by these programs conducted by the TC and other outside institutions?
15. How do you know that? Have you seen any changes in their behaviour after participating in these programs?
16. Do you have a system to assess or evaluate them?
17. Do you give equal opportunities to all your teachers to participate in professional development activities?
18. Do you have school-based professional development programs/activities for your teachers to get involved in the school?
19. As a school leader you know that there is a concept "School as Learning Communities/ Learning Organisations". Could you please explain what you understand this concepts?
20. Do you think that your school provides a learning environment for teachers to learn?
21. Do you have professional contacts with the TC, NIE, and the administrative authorities?
22. Where do you prefer to have your teachers' development programs/ activities outside the school or inside the school?
23. Can you see a coordination among the TC, NIE and schools?
24. Do you have opportunities for your own professional enhancement?
25. What are your suggestions for developing the field of STBCPD of teachers?

## **C Questionnaire for the Individual Interviews with Teachers Semi Structured**

Questionnaire for the Focus Group Meeting with Teachers.

### Part one

Background information

Educational and Professional Qualifications, Age, Gender, Years of Teaching Experience, Type of school

### Part Two

1. Where did you receive your initial teacher training?
2. After receiving your initial training, have you received STBCPD opportunities?
3. Are you given equal opportunities to participate in professional development activities by your school leaders?
4. What type of opportunities have you received for your professional development?
5. What are the good STBCPD practices you would like to gain for your professional enhancement?
6. Do you have experience in participating in STBCPD activities or programs conducted before 1998? What was your experience?
7. How were the programs conducted in relation to the new educational reforms?
8. Have you seen any differences between the programs conducted by the TC and other STBCPD programs?
9. What were the areas covered through the program/ activities?
10. How did you get involved in these programs?

11. Are they relevant and useful to you?
12. How do you convey your professional needs to the Teacher Centre or other relevant institutions and teacher educators?
13. What are the supports and services that you normally receive from the TC?
14. Do you think that these programs have incorporated specific learning theories / principles/ approaches?
15. What methodologies have been adopted for conducting these programs/ activities?
16. How do the instructors conduct the programs?
17. What are the inputs and outputs of the programs?
18. Did you receive anything from the programs which advanced you from your current working level?
19. Did you have any professional changes after participating in these programs?
20. How you apply new learning into your learning teaching process?
21. Do you have an environment in the school to do this?
22. Do your principals or other leaders inquire about your training program?
23. Have these programs contributed to implement the new educational reforms?
24. Do you have an assessment or evaluation system for the performance appraisal of teachers in your school?
25. How do they know your professional changes or development?
26. Have you got any incentives for participating in there programs?
27. Do you have school-based professional development programs/activities in you school?
28. Where do you prefer to have your development programs/activities? In outside the school or inside the school?
29. Do you feel that your school has a learning environment to allow everybody to learn?

30. Can you see a good professional relationship or coordination among the TC, NIE and schools?

31. What would you like to suggest for developing the field of STBCPD of teachers?



## **D Questionnaire for the Individual Interview with Senior Academic Officer in the NIE**

Semi Structured Questionnaire for the Individual Interview with the Senior Academic Officer in the NIE

### Part one

Background information

Educational and Professional Qualifications, Age, Gender, Years of professional service.

1. How do you train principals?
2. Do you give initial training before recruiting them as principals?
3. What type of programs do you have for the continuous training of principals?
4. Do principals know about continuous development of their teachers?
5. What are the major areas normally given to principals on this component?
6. What are your opinions of STBCPD of teachers?
7. Do you inform principals about TC's work?
8. Do you have professional link with the project of Continuing Teacher Development in your institution?
9. Do you get involved with the project team for your programs?
10. There is a big complaint that teachers are not given time by their leaders for their professional development. Can you explain the actual situation in this regards which you have collected from the principals?
11. What type of practices and approaches are good for continuous teacher development?
12. Have you introduced these practices and approaches to principals through your training programs?

13. Is there a learning culture in schools?
14. Do they have enough resources and other facilities to give teachers learning opportunities? Can you comment on this point?
15. What are your suggestions for developing the field of STBCPD of teachers?

## **E Main Areas for Training Sessions Observation**

### Observation of the Training Session

Following areas will be covered through the observation in general. The researcher will give brief introduction of the study and the objectives of the observation to the audience in relation to the study.

- Program Content – Principles, approaches, methodologies, objectives, activities, human and physical resources, inputs and outputs, relevancy for teachers needs.
- Teacher Participation – Active involvement, learning styles, team work, responses and interactions with others and collective work
- Instructors Role – Preparation, Relevancy,  
Interactions with the participants,  
Approaches, learning theories, the range of methods and  
techniques used for implementing programs.
- Arrangement of the physical setting as a learning environment for the participants.

## **F Main Areas for School Observation**

### Observation of Schools

- Leadership role
- Relationship with principal, sectional heads and teachers
- Learning environment in the school
- Opportunities for teachers for their professional development
- Available resources for creating a learning environment for students as well as teachers.
- Physical environment of the school
- Especial activities which performed in the school
- Student achievement records
- Relationship with other relevant institution
- Number of students ,teachers and other staff members
- Available channel for funds and other resources.

## **G Participation Information Sheets**

### **Information Sheet**

Dear Teachers,

#### **Development of a Model for the Continuing Professional Development of Teachers in Sri Lanka. A Qualitative Investigation.**

The following information is prepared to assist you to consider participating in the project being conducted as part of my Doctoral of Education Degree Supervised by Dr. Christine Fox and Professor Terry Burke in the faculty of Education at the University of Wollongong in Australia.

This study investigates and develops the model for continuing professional development of teachers in Sri Lanka. Your participation in this research will provide useful information on this topic and will contribute to the field of professional development of teachers. You qualify for participation because you have participated in the program in various ways. You will be asked to participate in a focus group interview.

My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

The interviews will be audio taped in order to ensure accuracy and enhance my field notes. You can be assured the recorded tapes will not be made available to any other audience beside myself. The identities of the participants will be kept entirely confidential and will not be used. I assure that all data will be handled with the strictest confidentiality. As well, I would like to advice and request that you respect the importance of relating confidentiality among yourself.

A copy of the report might be submitted to the Ministry of Education if it is requested. Your participation is voluntary and you are free to withdraw from the research at any time.

If you have any enquires about the research, you can contact H.D.A. Lalitha on 42297108 (Australia) as well as 01 – 509733 during my field study in Sri Lanka or my supervisors Dr. Christine Fox on 42213882 or Professor Dr. Terry Burke 42215689. If you have any concerns or complaints regarding the way research is or has been conducted, you can contact the complaints officer, Human Research Ethics Committee, University of Wollongong on 42214457.

Thank you very much for your cooperation.

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H.D.A. Lalitha

DEd Candidate

.....

Dr. Christine Fox (1<sup>st</sup> Supervisor)

Faculty of Education

University of Wollongong

.....

Professor Terry Burke

Faculty of Education

University of Wollongong

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My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

The observations of the training session will be video taped, in order to ensure accuracy and enhance my field notes. You can be assured the recorded tapes will not be made available to any other audience beside myself. The identities of the participants will be kept entirely confidential and will not be used. I assure that all data will be handled with the strictest confidentiality. As well, I would like to advise and request that you respect the importance of relating confidentiality among yourself.

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Faculty of Education  
University of Wollongong

.....

Professor Terry Burke  
Faculty of Education  
University of Wollongong



## **Information Sheet**

Dear Principals,

### **Development of a Model for the Continuing Professional Development of Teachers in Sri Lanka. A Qualitative Investigation.**

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This study investigates and develops the model for continuing professional development of teachers in Sri Lanka. Your participation in this research will provide useful information on this topic and will contribute to the field of professional development of teachers. You qualify for participation because you have participated in the program in various ways. You will be asked to participate in an individual interview.

My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

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DEd Candidate

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Dr. Christine Fox (1<sup>st</sup> Supervisor)

Faculty of Education

University of Wollongong

.....

Professor Terry Burke

Faculty of Education

University of Wollongong

## Information Sheet

Dear Program Developers,

### **Development of a Model for the Continuing Professional Development of Teachers in Sri Lanka. A Qualitative Investigation.**

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My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

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University of Wollongong

## **Information Sheet**

Dear Instructors,

### **Development of a Model for the Continuing Professional Development of Teachers in Sri Lanka. A Qualitative Investigation.**

The following information is prepared to assist you to consider participating in the project being conducted as part of my Doctoral of Education Degree Supervised by Dr. Christine Fox and Professor Terry Burke in the faculty of Education at the University of Wollongong in Australia.

This study investigates and develops the model for continuing professional development of teachers in Sri Lanka. Your participation in this research will provide useful information on this topic and will contribute to the field of professional development of teachers. You qualify for participation because you have participated in the program in various ways. You will be asked to participate in a focus group interview.

My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

The interviews will be audio taped in order to ensure accuracy and enhance my field notes. You can be assured the recorded tapes will not be made available to any other audience beside myself. The identities of the participants will be kept entirely confidential and will not be used. I assure that all data will be handled with the strictest confidentiality. As well, I would like to advise and request that you respect the importance of relating confidentiality among yourself.

A copy of the report might be submitted to the Ministry of Education if it is requested.

Your participation is voluntary and you are free to withdraw from the research at any time.

If you have any enquires about the research, you can contact H.D.A. Lalitha on 42297108 (Australia) as well as 01 – 509733 during my field study in Sri Lanka or my supervisors Dr. Christine Fox on 42213882 or Professor Dr. Terry Burke 42215689. If you have any concerns or complaints regarding the way research is or has been conducted, you can contact the complaints officer, Human Research Ethics Committee, University of Wollongong on 42214457.

Thank you very much for your cooperation.

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H.D.A. Lalitha  
DEd Candidate

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Dr. Christine Fox (1<sup>st</sup> Supervisor)  
Faculty of Education  
University of Wollongong

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Professor Terry Burke  
Faculty of Education  
University of Wollongong

## **Information Sheet for Senior Academic Officer in the NIE**

Dear Sir,

### **Development of a Model for the Continuing Professional Development of Teachers in Sri Lanka. A Qualitative Investigation.**

The following information is prepared to assist you to consider participating in the project being conducted as part of my Doctoral of Education Degree Supervised by Dr. Christine Fox and Professor Terry Burke in the faculty of Education at the University of Wollongong in Australia.

This study investigates and develops the model for continuing professional development of teachers in Sri Lanka. Your participation in this research will provide useful information on this topic and will contribute to the field of professional development of teachers. You qualify for participation because you have participated in the program in various ways. You will be asked to participate in an individual interview.

My intention is to collect data related to research phenomena;

- The nature of the continuing professional development programs;
- Theories, approaches, principles, professional activities, methodologies, resources, inputs and outputs of the programs;
- Teachers' participation, professional and personal growth of teachers, program developer's and instructor's role, and the principal's role as a leader in the learning community of the school;
- The roles of the N.I.E., T.C and the Schools;
- Application of new learnings in the schools and the contributions of teachers to the continuous change process in schools.

The interview will be audio taped in order to ensure accuracy and enhance my field notes. You can be assured the recorded tapes will not be made available to any other audience beside myself. The identities of the participants will be kept entirely confidential and will not be used. I assure that all data will be handled with the strictest confidentiality. As well, I would like to advise and request that you respect the importance of relating confidentiality among yourself.

A copy of the report might be submitted to the Ministry of Education if it is requested. Your participation is voluntary and you are free to withdraw from the research at any time. If you have any enquires about the research, you can contact H.D.A. Lalitha on 42297108 (Australia) as well as 01 – 509733 during my field

study in Sri Lanka or my supervisors Dr. Christine Fox on 42213882 or Professor Dr. Terry Burke 42215689. If you have any concerns or complaints regarding the way research is or has been conducted, you can contact the complaints officer, Human Research Ethics Committee, University of Wollongong on 42214457.

Thank you very much for your cooperation.

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H.D.A. Lalitha  
DEd Candidate

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Dr. Christine Fox (1st Supervisor)  
Faculty of Education  
University of Wollongong

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Professor Terry Burke  
Faculty of Education  
University of Wollongong



## H Informed Consent

### Consent Form

Please sign this informed consent form if you chose to participate in the study. Two copies of this form are being provided. One is for you to sign and return and the other is for you to keep for your files. If you are interested in the result of the study, please so indicate below. I will send you a copy of the findings when the study is completed

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H.D.A. Lalitha

DEd Candidate

Faculty of Education

University of Wollongong

I have read and understand the above and agree to participate in the study. I know that my participation in this research is voluntary, I am free to refuse to participate and I am free to withdraw from the research at any time.

Signed

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Name:

Date .....

Please send me a copy of the result.

Address.....

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