
PROFESSIONAL DEVELOPMENT: KEY TO SUSTAINABLE GROWTH

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ABSTRACT

Professional Development for Sustainable Growth plays a vital role in forming and honing the basic education of the learners hence in –service training (INSET) for teachers is deemed necessary. INSET for teachers is a training that is given to public school teachers .It is a process by which teachers are taught and trained the skills that are needed for the job and teaching in totality. Moreover, school INSET for teachers includes interaction which contains the roles which involves the assumption of tasks assigned of the school head and teacher – participants, verbal language which is customarily structured system of vocal sounds that communicates meaning between individuals, and non – verbal language which includes visuals and indications such as gestures but also the use of voice, tone, distance, and physical environments. Related literatures and studies shown that school in –service training had influenced the teacher’s personal and professional development. Thus, the professional development of teachers in their respective workplace is a key to sustainable growth in the field of teaching.

Keywords: In- Service training, teacher, personal and professional growth, human resource development.

A school is an educational institution designed for the training of students under the direction of teachers. Formal education in most countries is free and compulsory. In educational systems, students might progress through a series of schools. Basic education is comprised of elementary and secondary schools. Teachers in secondary schools provide students with part or all of their secondary education. They support, observe and record the development of their class. Finishing Bachelor’s degree in secondary education is not enough to be an effective secondary school teacher. Once a teacher always a student simply because every teacher is expected to advance studies, enhance learning and

continuous training. This is the reason why in – service training is required in every Department of Education schools.

A lot of people would ask “why bother for some training”? There are people who are currently employed and are satisfied of what they already have. They capitulate to stay In the nook and stay there for the rest of their employment. While others, would find ways and means to learn new Things, explore new ideas and broaden their horizon. Everyone needs to improve and that’s a fact. One of the Ways to achieve improvement is through training. Training is important as it helps in providing quality work, great Customer service, and keeping up with technology and staying ahead of one’s competition. Training is also important as it activates new ideas, further understanding of the job and helps one to understand business priorities.

Training is an educational and thoughtful process. People can learn new information, re-learn and reinforce Existing knowledge and skills and most importantly have Time to think and consider new options can help them Improve their effectiveness at work. Effective trainings Convey relevant and useful information that inform Participants and develop skills and behaviors that can be transferred back to the workplace.

Trainings can be offered as skill development for individuals and groups. In general, trainings involve presentation and learning of content as a means for enhancing skill development and improving workplace behaviors. A participant should be opened for any negative or positive feedbacks. This is where we learn and re – learn something.

Feedback is essential for people to know how they are progressing and also, evaluation is crucial to the learner’s confidence too. School in – service training is not a new concept for Educators because both public and private high schools are doing the same. There might be disparity in terms of Preparation and implementation .In – service training in our school is just compliance to the mandate of the Department Of Education. There is no training needs assessment taken prior to the actual INSET hence teacher – participants are submissive and not participative during the training. They feel bored and inattentive because some of the topics are just repetition of the previous teacher trainings. The presentation and discussion of the training topics are not lively and animated because the speakers are not expert of the topic assigned to them. Administrators are not so strict in the punctuality of the attendees. Hence, teacher – participants are not on time in attending the school in – service training. School In – service Training Seminar is common to all Public schools. It is a training

that is given to public school teachers during the course of employment. It is a process by which teachers are taught the skills that are needed for the Job and teaching in totality. It is designed to develop the skills of people who are already working in a particular Profession. Though teachers are working in the same Mission and Vision but then they will act differently since everyone is unique.

WHAT IS PROFESSIONAL DEVELOPMENT?

Professional development refers to continuing education and career training after a person has entered the workforce in order to help them develop new skills, stay up-to-date on current trends, and advance their career.

Many fields require professionals to participate in continuing education and ongoing learning, sometimes as a prerequisite for keeping their job or to maintain their license, designation, or certification. In these cases, the field likely has specific continuing education (CE) or continuing professional education (CPE) requirements which must be completed through an approved continuing education provider.

Beyond continuing education, professional development can refer to many different types of educational or training opportunities relevant to the professional's work. Even when not required, many professionals who want to excel in their career will voluntarily seek out professional development and learning opportunities.

WHY IS PROFESSIONAL DEVELOPMENT IMPORTANT?

The truth is, many people aren't investing in their career development. One-third of employees say they do nothing to upgrade or improve their current skill set. These people aren't too worried about their future career. Many may be good at their jobs, too, but they're either content where they're at or just aren't worried about their professional future.

This means by taking advantage of professional development, continued education, and planning for your career, you've already got a leg up on a third of your peers. Because you're going for it and taking ownership of your career, you're much more likely to achieve success and meet your goals.

WHAT IS THE PURPOSE OF PROFESSIONAL DEVELOPMENT?

It is a way for people to assess their own skills and abilities, consider their aims in life, and set goals in order to realize and maximize their true potential. The purpose of professional development is to give professionals the opportunity to learn and apply new knowledge and skills that can help them in

their job and further their career. Professional development is all about building your skill set and knowledge base for your field.

And professional development isn't just helpful for you — it's helpful for your employer, too. By having opportunities to learn, increase your skill sets, and stay up-to-date on industry trends, professionals like yourself increase your own worth while also adding to your company's overall value.

Professional development and professional training opportunities provide many other specific benefits for both young and experienced professionals. Some of these benefits are listed below.

1. Professional development expands your knowledge base. Professional development and continuing education opportunities can expose both young and experienced professionals to new ideas, solidify their knowledge, and increase their expertise in their field. Those who actively seek out these learning opportunities are those who will benefit most from them.
2. Professional development boosts confidence and credibility. By increasing professionals' expertise through professional development, their confidence in their work will increase as well. No one likes to think they're missing important skills in their industry. Professional development courses, continuing education, and training opportunities allow professionals to build confidence and credibility as they acquire new skill sets and professional designations.
3. Professional development increases earning potential and hireability. Professional development and continuing education offers both young and experienced professionals opportunities to boost their earning potential and future hireability by increasing their knowledge and updating their skill sets. Professional credentials, certifications, and designations — most of which can be accessed and obtained online — also provide easy ways to increase a professional's value. Professionals with the right skill sets who seek out and take advantage of upskilling opportunities are certainly more bankable than those who don't.
4. Professional development can provide networking opportunities. Many professional development opportunities such as workshops, conferences, and other networking events allow professionals to branch out and meet other people within their industry who may be able to help them with career opportunities in the future. When you decide you want a change or are ready to move up in your career, your professional network and the professional relationships you have forged will come in handy.

5. Professional development keeps professionals current on industry trends. Professional development, continuing education and learning opportunities are great ways to stay up-to-date on industry knowledge and trends. Every professional industry is constantly evolving, so employees should use professional development and training opportunities to expand their knowledge base, learn new practices and techniques, and embrace new technology.

WHAT ROLE DOES PROFESSIONAL EDUCATION PLAY IN SUSTAINABLE DEVELOPMENT?

Good quality education is an essential tool for achieving a more sustainable world. This was emphasized at the UN World Summit in Johannesburg in 2002 where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

There are a number of key themes in ESD and while the dominant focus is on environmental concerns, it also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of ESD, reflecting the equal importance of both the learning process and the outcomes of the education process (adapted from 'UN Decade of Sustainable Development' UNESCO Nairobi Cluster, 2006). ESD should:

- Be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making.
- Share the values and principles that underpin sustainable development.

- Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.
- Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.
- Allow learners to participate in decision-making on the design and content of educational programmes.
- Address local as well as global issues, and avoid jargon-ridden language and terms.
- Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning

PROFESSIONAL DEVELOPMENT IN FIVE DOMAINS:

Professional Development in Education

Professional development of teachers is critical in improving student's learning. Teacher professional development is defined as "teachers' learning: how they learn and how they apply their knowledge in practice to support pupils' learning" (Postholm 2012). In education sector, the professional development are conducted in the form of a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators and teachers improve their skill, professional knowledge, competence, and effectiveness. Gusky and Huberman (1995) argued, "Never before in the history of education has greater importance been attached to the professional development of educators" (3). There has been a paradigm shift from traditional professional development in education. As Stein et al. (1999) said "The new paradigm for professional development represents clear departure from the use of workshops to teach, techniques' towards the use of multiple professional development strategies to build teachers' capacity to understand subject matter, pedagogy, and student thinking"(263).

Professional development of teachers in order to achieve quality education by 2030 is always with education for sustainable development. Whether teachers' profession is in education, health, environment, economic, or human rights, it is predicted that they play a critical role in achieving the 2030 Development Agenda (Goreet al. 2017). Fuertes-Camacho et al. (2019) recommended that such professional development program should be implemented worldwide in the professionalization of preschool and primary school teachers.

Professional Development and Economic Growth:

Professional development is one of the ultimate factors that enhance human capacity, marketing power, productivity, creativity, better and successful entrepreneurship and technological advances. Because of significant link between professional development and economic development, it plays a critical role in securing socio-economic growth and development and eventually can lead to the achievements of the SDGs. World Bank argues that professional development opportunities for those both in and out of work, such as flexible learning opportunities at universities and adult learning programs, enable labor market to adjust to the future work (World Bank 2019). In a study on the relationship between human capital investment and economic development in Sabah, Malaysia, Mat et al.(2015) found that there is a positive relationship between human capital investment and economic development. A similar finding was found by Jaliland Idrees (2013), in which different levels of education influence economic growth and development positively. They suggested that investment in education is essential as it brings people's prosperity, economic well – being and happiness.

Professional Development in Health:

Professional Development in health care is fundamental that encompasses activities that health care professionals need to maintain, develop, and enhance their skills, knowledge, and attitudes with an eye to stay up-to-date with the state-of-the-art device, idea, or skills for disease control and prevention, as part of its pledge to meet the 2030 Development Agenda (Nunes et al. 2016). Nunes et al. (2016) developed a health and well-being framework to guide the implementation of the SDG with a hope that health sector could benefit from it. This is highly significant because not only the framework is connected to health non-health sector but also the goals are connected to other sectors linking goals, targets, and indicators to social, economic, environment and health determinants.

Professional Development and Environment:

Another imperative of the professional development is to achieve environmental sustainability by 2030 that is to focus on developing a key solution for environmental educators for a sustainable environment. Environmental education professionals are pivotal in the success of the 2030 Agenda, because they encourage not only behaviors that can mitigate and solve environmental problems but also help achieving environmental sustainability. Being environmentally sustainable and resilient means it can benefit in many ways: building sustainable communities, better health and well-being,

better energy efficiency and resilient infrastructure, building better safety and resilience, and most importantly, building sustainable economy (e.g., saving money) (Manno 2017; Muller and Schader 2017). Yuan et al. (2017) conducted a study on environmental educators from 25 colleges in Taiwan to test whether people would improve their care for the environment positively or negatively. Yuan et al. (2017) found a positive correlation between care for environment and environmental sustainability, it thus contributed significantly to professional development and sustainable environment. Professional development in the environmental sector has a significant role in achieving a sustainable environment by 2030.

Professional Development and Human Rights:

The concern in professional development in SDGs is learning about human rights and how to address these rights for all. This is pivotal for both the professional development and the achievement of SDGs, because the relationship between human rights and SDGs are mutualistic, meaning they both work together and benefit each other. More importantly, from the legal profession point of view, Danish Institute for Human Rights (2018) estimated that more than 90% of the global Goals framework targets is associated with international and regional human rights instruments and labor standards. Theoretically, 90% of the SDGs is linked to the developed and developing nations' human rights instruments. To reinforce the linkages between professional development, human rights, and SDGs, the professional development has a framework, namely the Universal Declaration of Human Rights (UDHR), to guide the implementation of the SDGs. The UDHR proclaimed that recognition of the inherent dignity and of the equal and inalienable rights of all human beings is freedom, justice, and peace (United Nations 2015, p. 1). The linkages between professional development, human rights, and SDGs are carefully designed with a purpose of achieving Development Agenda by 2030. The professional development sector should use suitable framework to guide their way forward in addressing economic, social, and environmental concerns vexing the legal profession and Goals. For example, to date, the establishment of the National Human Rights Institutions and its Merida Declaration by the Permanent Mission of Denmark to the United Nations in Geneva indicated that professional development on human rights play a significant role in the implementation of the 2030 agenda.

Barriers of Professional Development



DISCUSSION

The study shows that In-service training programs or courses don't support teachers' professional development adequately. The main reasons for this are negative attitudes of teachers toward professional development, inconvenient course time, the monotony of course content, the inefficacy of trainers, out-of content knowledge, distance course location, planning problem of courses, selections of inappropriate participants and the insufficient number of courses. Other important professional development barriers are unsatisfactory performance evaluation of teachers, financial problems, high workload, lack of professional development opportunities. Similar results were obtained in other researches on the professional development of teachers in Turkey. Similarly, in studies conducted by İzci & Eroğlu (2016) monotony course content, the inefficacy of course trainers, participants' and trainers' negative attitudes towards course, inconvenient course time, out-of content knowledge and the insufficient number of courses are emphasized by participants as problems related to in-service training. Inefficacy of course trainers and problems related to the planning of in-service training has also been emphasized in some other studies (Bayrakçı, 2009; İzci & Eroğlu, 2016; Özen, 2006; Özoğlu, 2011; Uysal, 2012). In studies conducted by Ekşi (2010), inconvenient course time is the most important barrier that teachers participating in professional development activities mention. In studies conducted by Muyan (2010), financial problems, excessive workload, strict working hours, lack of institutional support for professional development, lack of self-motivation, difficulty in reaching the literature in the field, lack of communication among colleagues are important professional development barriers for teachers. In other studies conducted by Kaçan (2004), high workload, financial problems, political pressure are the most important professional development barriers for teachers. Also, insufficient

professional development opportunities are emphasized as important professional development barriers in some other researches (Altun & Cengiz; 2012; Gönen & Kocakaya, 2006; Karaaslan, 2003; Seferoğlu, 2004). When the results of other studies are examined, it appears that similar problems related to the professional development of teachers exist in other countries too. In the study conducted by David and Bwisa (2013), they found that teachers have some challenges about professional development. These challenges are financial problems, lack of time, lack of school support, lack of fair opportunities, high workload, the monotony of content, lack of interest in professional development. In another study conducted by Woods, Cowie and Woods (2007) professional development barriers are high workload and financial problems. In the study conducted by Sarwar, Aslam and Rasheed (2012) the most important barrier is the lack of professional development opportunities. OECD is conducting research related to the professional development of teachers in larger samples. Therefore, the results obtained in the research are thought to be more generalizable. In studies conducted by OECD (2009, 2014), the most important barriers are time (conflict with work schedule), lack of incentives for participation, high participation cost, and other barriers like no relevant opportunities available, lack of employer support, conflicts with family responsibilities, missing prerequisites. These findings are consistent with the findings in current research. Also, according to results of study conducted by Can (2019) teachers and the administrators emphasized that insufficiency of selection, emplacement and employment of teachers, uncertainty of educational politics, perpetual change of education system, insufficiency of teachers' organizations and teachers' lack of a goal and motivation are viewed as the obstacles for teachers' professional development. When the findings obtained from this study and from other studies are examined, it is understood that most of the barriers to the professional development of teachers are similar.

CONCLUSION

Quality education is fundamental in achieving sustainable development. Professional development in all sectors especially in education sectors is critical in achieving quality education and in turn the SDGs and sustainable development. Education, health, economic, environmental, and human rights sector are critical sectors that clearly orchestrated in favor of SDGs. Professional development of teachers, health professionals, environment educators, and human right activists requires a lifelong learning approach. The Information and Communication Technology (ICT) has set in motion on deeper and lifelong learning processes. There is a greater need to provide the educators access to the

ICT tools and training which will promote an effective professional development. Moreover, there is a greater need to integrate professional development of various sectors and implementation of a clear framework that guide professional development on a sustainable way. In the absence of sound professional development, the SDGs and the 2030 Development Agenda may not be achieved successfully in building a pathway which is more resilient and sustainable.

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