Course title: **Teacher Professional Development**

Course no: Ed. PM 433 Full marks: 100

Nature of course: Theoretical Pass marks: 35

Level: B. Ed Total period: 150

Year: Third Time per period: 55 minutes

Periods per week: 6

1. **Course description**

This course provides knowledge of recent trends in teacher professional development practices in Nepal. Traditionally teacher professional development is narrowly viewed as developing teaching competency and filling the classroom vacancy. This course is imparting set of skills serve the objectives of classroom teaching learning and exterior objectives, which are equally crucial for a teacher. The rationale behind this broader outlook is that teacher's job is not only limited to deliver the contents and classroom teaching. Therefore, this course provides understanding of theories and practices related to the fields of teacher professional development in expanded terms keeping in view the Nepali school system.

**2. General objectives**

The general objectives of this course are as follows:

* To provide students with wider knowledge of teacher professional development.
* Explain teacher professionalism and managerialism
* Discuss broader perspectives, different theories, models and dimensions of teacher education in relation to school education
* Explain the needs and priorities in professional development
* Examine and classroom management techniques
* Assess the student behavior management approaches
* Familiar the evolution of teacher professional development initiatives in Nepal
* Assess histories, experience and impact with regard to teacher training in the context of Nepal.
* Develop teacher training curriculum and training packages based on intensive need analysis exercise.

**3. Specific objectives and contents**

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| **Specific Objectives** | **Contents** |
| * Explain the concept of professional development. * Describe concepts and modalities of teacher development * Explore pathways to self initiated development and growth for teachers * Clarify different roles and responsibilities of teachers | **Unit 1: Concept of Professional Development and Teacher Professional Development and Growth (20)**  1.1.Rationale behind professional development   * 1. 1.2. Functions of professional development (extension, growth, renewal)   2. 1.3.Teacher development      1. 1.4. Theories and models      2. 1.5. Coaching and mentoring   3. 1.6 Pathways to self-improvement and development for teachers (e.g. goal setting, professional writing, research, online degree, participating in conferences, etc.)   1.7 Teacher accountability |
| * Define teacher professionalism * Find-out the changes in teacher professionalism * Explore managerialism in education | **Unit 2: Teacher Professionalism and Managerialism (15)**  2.1 Concept of teacher professionalism  2.2 Concept of Teacher managerialism  2.2 Changes in teacher professionalism  2.3 Managerialism in education |
| * Describe ways of becoming a transformative teachers | **Unit 3: Transformative Role of Teacher (10)**  3.1 Spiritual and philosophical consideration in teaching profession  3.2 Critical thinking skills  3.3 Professional ethics  3.4 Teacher as a celebrity |
| * Explain the concept and principles for effective needs identification of professional development. * Define the roles and responsibilities * Choose the methods of needs identification * Identifying needs of individual, group or team, and school * Analyze the needs and priorities | **Unit 4: Needs and Priorities in Professional Development (20)**  4.1 Concept  4.2 Principles for effective needs identification  4.3 Roles and responsibilities  4.4 Choosing a method of needs identifying  4.5 identifying individual needs  4.6 Identifying group or team needs  4.7 Identifying school needs  4.8 Analyzing needs and priorities |
| * Explain the concept of and rational behind classroom management * Describe essential components of classroom management. * Describe techniques of classroom diversity management. * Describe the ways of being reflective practitioners. * Describe importance of reflective practitioners * Describe techniques of and importance of action research in classroom teaching. * Observe a classroom from management perspective * Explain the concept of and rational behind classroom management * Describe essential components of classroom management. * Describe techniques of classroom diversity management. * Describe the ways of being reflective practitioners. * Describe importance of reflective practitioners * Describe techniques of and importance of action research in classroom teaching. * Observe a classroom from management perspective | **Unit 5: Classroom Management and Teaching (25)**  5.1 Concept and components of classroom management   * + 1. 5.2 Understanding classroom management (what and why?)   5.3 Components of classroom management:   * + 1. Teacher factors (subject knowledge, pedagogical knowledge and skills, verbal nonverbal behavior, etc.)     2. Student factors (diversity, behavior, etc.)     3. 5.4 Communication     4. 5.5 Resource management: Management of teaching learning materials (identification, construction and application), physical environment.     5. 5.6 Creating stimulating environment     6. 5.7 Sitting arrangement (e.g. level of students' ability, student size, etc.)   1. 5.8 Understanding student diversity   2. 5.9 Managing diversity (Gender, Linguistic, Learning ability, Learning style, Intellectual ability, Physical and Mental condition, etc.)   3. 5.10 Teacher as reflective learner and practitioner (learning and doing through action researcher, case study)   4. 5.11 Instructional management (classroom teaching, multi-grade teaching, subject teaching, multi-grade multi-level (MGML) teaching)   5. 5.12 Remedial teaching   5.13 Classroom management observation and reporting |
| * Describe teacher development initiatives undertaken by Nepal * Identify issues related to teacher education in Nepal. | **Unit 6: Evolution of Teacher Professional Development Initiatives in Nepal: Achievement and Issues (15)**  6.1 History of teacher training in Nepal  6.2 Programs and projects  6.3 Teacher licensing  6.4 Impact of the teacher training programs  6.5 Critical issues of teacher education in Nepal |
| * Illustrate student assessment approaches * Describe student assessment practices in Nepal * Explain how NASA functions * Explain the ways to do result analysis and ways to utilize the results to improve teaching learning. | **Unit 7: Student Assessment and Support (15)**  7.1 Concept of student assessment (formative/CAS, summative/public examination)  7.2 Evolution of student evaluation in Nepal  7.3 National Assessment of Student Achievement (NASA) in Nepal  7.4 Result analysis, and use of technology in result analysis |
| * Identify community resources that can support school improvement * Describe the ways to bridge school and community for the purpose of teaching and learning improvement * Explain the effects of community school collaboration in teaching learning | **Unit 8: Bridging School and Community (15)**  8.1 Understanding sociology of community and students' households  8.2 Dialogue with community and parents  8.3 Utilization of local resources (local networks, community resources: physical, financial, human)  8.4 Student mobilization for community welfare Effect of school community collaboration in teaching learning |
| * Explain different components of teacher training * Describe different components of teacher training. * Design a one day teacher training program. | **Unit 9: Delivery of Teacher Training (15)**  9.1 Diagnosis of training needs   * 1. 9.2 Teaching competencies   2. 9.3 Design of training program      1. 9.4 Development of training curriculum      2. 9.5 Preparation of training resource materials      3. 9.6 Preparation training materials      4. 9.7 Training facilitation (approaches, methods and techniques)   9.8 Training evaluation |

**4. Instructional techniques**

* The instructional techniques are divided into two groups. The first group consists of general instructional techniques applicable to most of the units. The second group consists of specific instructional techniques applicable to specific units.

**4.1 General instructional techniques**

* + Lecture
  + Question Answer
  + Discussion
  + Brain storming
  + Field work/Project works

**4.2 Specific instructional techniques**

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| --- | --- |
| **Units** | **Suggested activities and instructional techniques** |
| Unit I, II andIII | * Classroom lecture and discussion |
| Unit IV | * Classroom lecture and discussion * Observe a community or institutional school teachers’ needs and priorities in professional development perspective and write a report with critical analysis of the situation. |
| Unit VI and VII | * Classroom lecture and discussion |
| Unit VIIII | * Classroom lecture and discussion * Visit a community or institutional school, find out about the student counseling practices through interview and observation with teachers and students and prepare a report. |
| Unit IX | * Classroom lecture and discussion * A group of 2 to 3 students will design a one day teacher training program and present it in the classroom. The training design will include all the steps and processes of the training. |

**5. Evaluation**

Both formative and summative evaluation will be used to evaluate the learning of the students. Formative evaluation includes written tests, class participation, preparation and presentation of report and practical exercises. It will help in providing feedback for students. The summative evaluation will be conducted by Office of Controller Examinations as an annual examination. The types and numbers of questions to be included in the annual examination paper are as follows**:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Types of questions** | **Total question to be asked** | **Number of questions to be answered and marks allocated** | **Total Marks** |
| Group A: Multiple choice questions | 20 questions | 20 × 1 marks | 20 |
| Group B: Short answers questions | 8 with 3 or questions | 8 × 7 marks | 56 |
| Groups C: Long answers questions | 2 with 1 or questions | 2 × 12 marks | 24 |

**6. Recommended Books and References**

**Recommended Books**

[Hargreaves](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&text=Andy+Hargreaves&search-alias=books&field-author=Andy+Hargreaves&sort=relevancerank), A. and Fullan, M. (Editors (1992). *Understanding teacher development***.** Continuum.

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