**Summary of the presentation “Enhancing Teacher Competence and Performance through PD”**

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In this paper, I intend to emphasize the close relationship between teacher quality and ongoing PD in the light of teacher policy. **“*The quality of teacher professional development is strictly influenced by the policies and processes” (Saber,2012).*** Developing teacher policy and aligning it with the national education policy is a priority.

*Four concepts should be core objectives of the teacher policy*:

* ***teacher motivation***
* ***teacher effectiveness***
* ***teacher professionalism.***
* ***Lifelong Learning Framework***

It would subsequently increase teacher effectiveness and make them relevant to the demands of the local labor market and also increase international competitiveness.

The limited professional development, lack of opportunities for professional collaboration, low motivation, limited capacity, resources, and support reflected considerable challenges and gaps that can influence both teacher and teaching quality. The unprecedented pace of change in the twenty-first-century globalized world calls for wide-ranging reforms in educational strategies, systems, and practices. Today teachers are required to be high-level knowledge workers who constantly advance their own professional knowledge. Teacher quality plays a significant role in ensuring high student outcomes and enabling students to grasp the basic competencies needed before they enter the working world. The main features of high-quality teaching are:

* ***Reflectiveness***
* ***Commitment*** to teaching and the development of learning
* ***Willingness*** to share ideas and network with colleagues
* ***Keenness*** to participate in personal learning and development
* Integrating and reflecting on the ***theory and practice***
* A rich repertoire of ***teaching strategies*.** The strategies should include ***direct, whole-group teaching, guided discovery group work, and the facilitation of self-study and individual discovery***
* Teachers need to have a deep understanding of how learning happens and be aware of students’ ***motivations, emotions, needs,* and *expectations***
* Teachers need to acquire ***strong skills in technology and optimize the use of digital resources***

Teacher professional development is a large-scale growth with the long-term goals of urging the teachers to make sense of their position, values, attitudes, and principles and make a reflection on their teaching practices in a collaborative school environment” Richard and Farrell (2005). **Characteristics of high-quality PD:** Content-focused, Extended, Collaborative, Part of Daily Work, Ongoing, Coherent and integrated, Inquiry-based, Teacher-driven, Self-evaluation

**Models of Teacher Professional Development:** Mentoring, Content-Based Collaborative Inquiry

Cognitively-guided Instruction Lesson study, Action Research, Coaching.

The paper also highlights the importance of **Networked professional learning communities** that comprise a shared goal and focus on a concrete outcome, reflective dialogue, collaboration, active participation, collective focus on student learning, trust, individual prior knowledge, and motivation among the members and participants.

Besides, novice and experienced teachers’ involvement in PD was analyzed and compared in the paper.The different research results show that both novice and experienced teachers benefited from professional development activities, but differed in the type. Also, their perceptions about professional development activities did seem different between the two groups of teachers.

**Novice teachers are involved :**

* *Courses/workshops (e.g. on subject matter or methods and/or other education-related topics).*
* *Participation in a network of teachers formed specifically for the professional development of teachers.*
* *Reading professional literature (e.g. journals, evidence-based papers, thesis papers).*
* *Engaging in informal dialogue with their colleagues on how to improve their teaching.*

**Experienced teachers are involved:**

* *Mentoring and/or peer observation and coaching,*
* *Reading professional literature (e.g. journals, evidence-based papers, thesis papers).*
* *Educational conferences or seminars (where teachers and/or researchers present their research results and discuss educational problems).*
* *Observation visits to other schools/institutes*

Additionally, teacher satisfaction with the PD process changes teachers’ knowledge, skills, attitudes, and behavior and it consequently leads to the application of knowledge and skills achieved. However, instructional leadership focuses on developing teaching and learning. Instructional leadership is correlated with a higher likelihood of professional development plans being implemented, more involvement in teaching observations, higher levels of mutual respect among colleagues, and greater job satisfaction. Along with that tensions and dilemmas in teacher PD are inevitable in terms of the following circumstances.

**1.İndividual versus organizational needs:** *a balance can be achieved. When these are not in sync, tensions or dilemmas arise.*

**2. Responsibility to stay current versus being there for student learning.**

*What is the balance to achieve between disruption to students’ learning and teachers’ professional development?*

**3.** **Compulsory versus voluntary professional development**

* *There are views that TPD should be made compulsory so that teachers stay current and relevant to their profession.*
* *Others prefer voluntary PD to take ownership and pace of the learning process.*

**Barriers to implementation of effective PD**

* Motivation
* Beliefs
* The structure and teachers’ time
* The content of PD
* School factors
* Costs

**Suggestions to improve Teacher Professional Development**

* *coherence and alignment between the teacher policies and desired teaching and learning outcomes*
* *the merit-based teacher salary and incentives to make more effective and ongoing PD and increase results of student learning.*
* *the development of a career ladder system to create a competitive environment to increase both the learning and teaching process.*
* *Increased networking*
* *ongoing professional development of the managerial staff*
* *Advocacy campaigns*

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