

1 Connecting In-Service Teacher Education with Teachers' 2 Classroom Associated Problems

3 Education Peace¹

4 ¹ Education Department National University of Modern Languages

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6 **Abstract**

7 This paper is a reflection upon issues of in-service teacher education courses by connecting
8 them, with teachers? problems that they face in actual classroom environment. It is a revision
10 of literature where the author after reviewing the literature and discussing about methods and
11 material of in-service courses, researcher?s commentary on current teachers?? in-service
12 programs, and discussing about reflecting scope f in-service programs and by teachers?
13 concerns about improvement of these programs, the researcher has proposed a model based on
14 teachers? concerns and problems that they face in classroom environment. Generally teaching
15 content of in-service courses is designed by funding agency or by course instructors and they
16 generally taught content relating to teaching methodology or explaining some concepts of new
17 curriculum. They ignore teachers? classroom related problems like students learning and
18 behavioural problems. Therefore, the author developed model has implications for designing
19 of in-service courses of secondary level teachers.

21 **Index terms**— classroom, problems, in-service teachers? training, and students? problems.

22 **1 Introduction**

23 teacher education is a tool for achieving quality in education. We can achieve quality in education only if we have
24 quality teacher education. Like engineering, medical, law, etc. teaching is also a profession and other profession
25 it needs pre as well as in service training for continuous development of teachers. For achieving this objective
26 two type of teacher education have been introduced in teaching profession. The first one is pre-service teacher
27 education that is requisite for entry into teaching profession as teacher. For pre-service teacher education there
28 are education colleges, institutes and departments of education universities.

29 The second one is in-service education of teachers' aims providing training opportunities for teachers about
30 new techniques of teaching and emerging concepts of education. The objective of inservice teachers training or
31 professional development is to provide an opportunity for continuous renewal of professional skills and integration
32 of emerging knowledge, attitudes and technologies in the field of education so that teachers can educate students
33 more effectively.

34 Author : Assistant Professor, Education Department National University of Modern Languages, (NUML),
35 Islamabad, Pakistan. E-mail : education_peace@yahoo.com II.

36 **2 Inset in Pakistan**

37 In Pakistan public and private both sectors are involved in providing in-service teacher training but these are
38 mostly project based and for short period. No program from public or private sector is running on regular basis
39 for in-service teacher education. Most of the INSET courses offered to primary and secondary school teachers
40 are generated through donor assisted projects.

41 Directorate of Staff Development (DSD) Lahore and provincial teachers training centers are performing their
42 task of facilitating INSET for professional development of in-service teachers. Especially DSD is providing a lot
43 of services for promotion of INSET in Punjab.

44 3 III.

45 4 Objectives of INSET in Pakistan

46 As the target objective of in-service education of teachers (INSET) is continuous professional development,
47 therefore, in recent times the term continuous professional development (CPD) is used for in-service teachers'
48 education. Actually In-service or CPD is an essential foundation for successful curriculum delivery.

49 The objectives of In-service teacher training in Pakistan are: 1. To equip teachers with new instructional
50 methods of teaching 2. To update teachers' knowledge about the subject they are teaching 3. To inform them
51 about new changes in the curriculum. In-service programs provide an opportunity to teachers to examine and
52 assess their own practice and to become inquiring, reflective practitioners.

53 5 IV.

54 6 Importance of Inset

55 A number of curriculum theorists maintain that classroom practice cannot be changed just by changing curriculum
56 documents and materials. They maintain that the need exists to look critically at existing classroom interaction
57 and at the underlying values and interests of teachers and school administrators ??Cornbleth, 1990). Some
58 writers have gone further to say that, whatever the quality of the curriculum itself, success or failureT (D D D
59 D) E Year

60 depends largely on developing teacher quality (Mason, 1999).

61 "Many countries identify "quality teachers" as the goal and focus of their teacher education programs. Quality
62 teachers are described as having some combination of the following attributes: pedagogical knowledge, subject
63 area content knowledge, skills and attitudes necessary for effective teaching, strong understanding of human
64 growth and child development, effective communication skills, strong sense of ethics, and capacity for renewal
65 and ongoing learning The preparation of new teachers and the ongoing professional development of those in the
66 current teaching force are key to educational improvement" ??Cobb, Darling-Hammond & Murrangi (1995). If
67 we want to have quality teachers in Pakistan, then only content and pedagogical knowledge not enough, we need
68 to bring modification and reshaping in the attitudes of teachers. We need to improve their understanding about
69 children and their learning abilities, their understanding about students' emotional development as well as their
70 knowledge about classroom environment.

71 In an era of Information Communication Technologies (ICT) there is needed to reshuffle traditional ways of
72 training teachers. As the world increasingly becomes a global society. In current scenario our teachers do not have
73 enough information and skill about use of ICT in education. We can update their knowledge and skill regarding
74 use of ICT for education through in-service/ professional development courses. Cobb, Darling-Hammond, &
75 Murangi (1995) observe "education is seen by many as an important avenue for national development. Economic
76 growth, development and improved living standards are considered to be directly linked to the state of education.
77 The preparation of new teachers and the ongoing professional development of those in the current teaching
78 force are key to educational improvement" retrieved from <http://www.ericdigests.org/2000-3/teacher.htm> on
79 December 20, 2011.

80 The major aim of in-service teacher training is to keep teachers knowledge and skills update so that they
81 can teach effectively. Its purpose is raising the standards of teaching and learning. This thing is not Programs
82 of INSET should be in accordance with the practices of teachers in classroom environment. In-service teacher
83 training programmes are to some extent isolated from the practices of teachers in actual classroom environment.

84 The scheduled meetings of in-service teachers training should be interspersed with classroom practice rather
85 than concentrated and that they allow teachers to work in groups, rather than in isolation (Mary. K, 1998).

86 Researches show that the target in-service programs of teachers should be classroom, school environment and
87 classroom teachers' concerns rather resource persons' own concerns and their areas of expertise.

88 V.

89 7 Need of New Model In-Service Teacher Education

90 It has been estimated that despite policy recommendations that a teacher must have the opportunity for in-service
91 courses(INSET) once every five years (National Education policy 1998-2010), currently, a primary teacher can
92 only once access INSET after 13 years, a middle school teacher after 7-8 years and high school teacher after 16
93 years.

94 Teachers face difficulty in participation in inservice teacher education due to their domestic or other problems.
95 Abbasi and Millar (1996) point out that in Pakistan teachers who come from rural areas, especially women, (a
96 report of National Economic Survey Govt. of ??akistan (2002 ??akistan (-2003) shows that there are 243, 329
97 female teachers as compare to male which is 395,404), are deprived of opportunities for professional development

98 and education due to cultural and historical factors. For example female's work is given less importance than
99 male work. Female role is considered more important at home therefore female teachers cannot spare for long
100 hours and days to stay away from their homes for the purpose of in-service training. Teachers pointed out in
101 their discussions with the author that being female member of the society as they had to do a lot of duties at
102 home like up brining their children, cooking food for their family heads and for their children, therefore, their
103 family heads (their fathers, brothers and husbands) did not like that their female should be out of home for long
104 hours only for in-service training.

105 As Farah and Bacchus (1999) as mention in Melaine (2009) point out that doing household chores, getting
106 married and having and caring for children take a priority over education. Female teachers therefore face issues
107 relating to their household responsibilities and thus they do not have easy access to in-service teacher education
108 programmes due to these barriers.

109 When we analyze the situation of in-service teachers' education in Pakistan, it is obvious that some drafts
110 for in-service teacher education have been developed by provincial teachers' training centers through funding of
111 national and international organizations. For example report of directorate of curriculum and teacher education
112 Abbotabad Khaber Pukhtoon Khawa (KPK) 2004 and there are many documents available that have been
113 prepared by like UNESCO, World Bank, Asian development bank, or these have provided funding for this
114 purpose. An analysis of these documents makes it clear that drafts or documents that have been developed by
115 various organizations, of course, have great worth in the literature of education but these documents emphasize
116 more on theoretical aspect of teaching. Practical aspects relating to followings realities was mostly found missing
117 in current documents/material of in-service teachers' training courses: a. teaching learning environment; b.
118 managing emotional intelligence c. teachers' efficacy in teaching their subjects; d. understanding and resolving
119 students'

120 Learning problems; e. students' behavioural problems; f. recognizing cultural diversity g. interaction with
121 students; h. using school resources i. using innovative strategies j. promoting multiple intelligences of students
122 Through conducting various activities k. considering and resolving students' day to day problems After reviewing
123 literature on in-service teacher education, orally discussing with in-service teachers and analyzing teaching
124 material /documents developed for in-service teacher in Pakistan scenario, I proposed the model in order to
125 fulfill the gap between theory and practice for in-service teacher education in Pakistan. The proposed model is
126 consisted of following elements: 1. Collecting information about training needs through discussing with target
127 teachers 2. Collecting information about training needs through observation 3. then setting objectives of in-
128 service courses 4. selecting content relating to that particular aspects that have been discussed and observed in
129 classrooms 5. selecting methods how to train teachers in the target areas 6. assessing performance of teachers
130 through using various tools 7. Using results for further improvement in in-service courses. These components
131 are implemented and supported by nine subsystems, including training curriculum, curriculum management,
132 learning assistance, community connection, assessment and evaluation, credential granting, user management,
133 tracing and analyzing, in addition to login interface.

134 The focus of this model is teachers' concerns for training regarding the learning and behavioural problems
135 that teachers face in actual classroom scenario.

136 **8 VI. Description of the Proposed Model of INSET**

137 **9 Need assessment**

138 At first we need to have discussion with teachers about their concerns for which they need training. Further,
139 we as planner of the programme can observe by ourselves teachers in classroom which are the areas in which
140 the respected teachers need training. These area can be students' learning, behavioural, emotional problems, or
141 problems relating to diversity of cultures of students. The problems may be about classroom management.

142 **10 Formulation of objectives**

143 Keeping in view the information get through discussions with teachers and through experts' observations we can
144 now formulate objectives of the inservice course that we think will fulfill the desire needs.

145 **11 Selection of content**

146 We now can select the content can be conducive for fulfillment or achievement of our objectives. We need to
147 measure our selected content against our objectives.

148 **12 Teaching methods**

149 We have to keep this point in view that we are going to select courses and teach teachers and not general students.
150 Realization of this fact can save us from lots of things because we have to train teachers to further teacher their
151 students through new methods of teaching. Some methods that are helpful in teaching content in real context are
152 problem solving/ inquiry method, discussion method, role play, teaching through projects and practical activities
153 and demonstration.

13 Evaluation

154 Any activity which is left without having any evaluation does not fruit well. Therefore, in-service teacher training course cannot be left aside without having any assessment. It needs assessment like other courses. However, here, I do not suggest the stereo type evaluation of just memorization of fact. Rather I want the trainee be able to apply the knowledge s/he get during their training course. Therefore, I suggest multi assessment activities for evaluation of in-service course. It may be formative evaluation during teaching of the course, finally a summative, that will be at the end of the course (written test) how much the teachers have understood the underlying concepts of the course. Further we can assess teachers who have gone through in-service training through oral presentation on the topic of classroom related problem, or small projects relating to teaching-learning scenario or problems of teachers' interests. Furthermore, we can have forum of teachers who get training under course and we can have their views for bringing innovation in teaching methods or any other area of teachers' interest. Another suggest for evaluation is to observe teachers who get training in their actual classroom setting, it will be a follow up study for INSET and after this assessment we can re-plan for further improvement that are needed.

14 Important Note

167 Content of the module is described in the visual presentation of the model which has been mentioned on following page. a. teaching learning environment; b. managing emotional intelligence c. teachers' efficacy in teaching their subjects; d. understanding and resolving students' Learning problems; e. students' behavioural problems; f. recognizing cultural diversity; g. interaction with students; h. using school resources; i. using innovative strategies j. classroom management k. locating for learning styles of students l. promoting multiple intelligences of students Through conducting various activities m. considering and resolving students' Day to day problems

174 Other than learning VII.

15 Discussion

176 It is a fact that if a programme is designed by consultation with teacher, then of course they will take UNESCO advised for developing country to invest 4% of GDP on education. However, due to lack of political instability, lack of planning, and poverty our GDP rate for education could not be raised. That is the reason that for teachers' in-service /professional development we have to rely on donors grants. Therefore, we do not have proper system of in-service training of teachers and proper course content in shape of curriculum. These programmes run randomly whenever they get grant/ donation from any funding agency like UNESCO, USAID, World Bank, Asian Bank, etc.

183 The proposed model is actually a course for teachers' in-service training professional development. It is suggested that whenever, we get any grant for INSET, at least we should have some developed course with us so that we can run our INSET programme according to that course. Suggestion 1 : Need assessment for finding ground roots realities may be done through discussion with teachers and class observations in teaching of specific subjects.

188 Suggestion 2 : Teachers may be given options for which mode of training will best suit them in order to improve their teaching. Suggestion 6 : Constructive approach may be followed and trainee teachers may be deal as constructor and generator of knowledge. Suggestion 11: When ever new curriculum is introduced or some portion of curriculum is revised, then it is essential that along with new curriculum some sort of support material may be developed INSET programs of teachers.

193 Suggestion 12 : Teachers can be sent on foreign training in developed countries so that they may experience and observe the differences in their teaching methods and can implement in their own country. Suggestion 13 : In the era of Information Communication Technologies (ICT) we need to equip our teachers with basic ICT skills and use of electronic resources like use of online resources of knowledge so that they use them and can improve their knowledge. ¹



Figure 1: Figure 1 :

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