TeachingEnglish

Continuing Professional Development
Lessons from India

Edited by
Rod Bolitho and **Amol Padwad**

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BRITISH
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Contents

Preface

The British Council works in partnership with the public and private sectors to improve the English language teaching and learning levels in India by providing access to professional development opportunities such as conferences and seminars, by providing access to high quality digital and offline resources and by designing and implementing English language development projects and programmes.

We also aim to promote access to, and utilisation of, ELT research, to build research capacity, to stimulate dialogue and debate between policy makers and practitioners and to provide data which can inform evidence-based policy decisions around English language teacher education, teaching and learning.

From 2007 to 2009 we hosted the *English for Progress* Policy Dialogue series which brought together over 200 key decision makers from academia, government, industry and the NGO sector to debate the role of English in the socio-economic future of the region. In November 2010, based on the recommendations[1] emerging from this series, we convened a Policy Think Tank group to debate the role of Continuing Professional Development (CPD) for English language teachers and trainers in India.

Ultimately, the British Council English CPD Policy Think Tank Group aims to provide information and resources that will help guide policy makers and practitioners in designing and implementing high quality CPD initiatives that will improve the quality of English language teaching and learning throughout classrooms in their contexts.

It has been a pleasure and a privilege to walk on this CPD Journey with this small group of practitioners over the last two years. Our own understanding of CPD has deepened as a result and we hope you find this volume a useful resource to help you identify ways you can address the issue of CPD in your own contexts.

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1 Recommendations are available here: www.britishcouncil.org/learning-english-next-india-2010-book.htm

Rod Bolitho and Amol Padwad

Introduction

This collection of case studies and experience reports refers mainly to continuing professional development (CPD) in the teaching profession in India. While the papers raise some important issues and concerns in CPD, they also report on various innovative attempts at tackling them. Since all studies, except two, are rooted in the Indian context, it will be useful to briefly review the CPD scenario in India.

The strength and quality of any profession largely depends on how it manages the three stages of preparation, induction and ongoing development of its members. In an ideal scenario, adequate preparation is ensured through profession-specific education with judicious balance between theory and practical components, supplemented by field exposure, apprenticeship and on-the-job training. It is followed by systematic and gradual induction supported by mentoring, internship, shadowing, team work, etc, preparing new entrants to be independent, autonomous professionals.

For their ongoing development there are many CPD avenues and mechanisms: regular need-based, up-dating events, short and long term courses, professional associations and networks, stronger links between research and practice through dissemination networks, personal studies and research, regular experimenting and sharing through journals, publications, workshops or conferences. Both the scope and the pressure to keep developing professionally are built into most professions. Medical and legal education in India are good examples of this combination of theoretical and practical learning backed up by on-the-job training and followed up with systematic induction and CPD.

However, in India, like many other places, teaching is not as prestigious or esteemed as other professions like medicine, engineering or law, and it often appears to be low on the list of career options for most young graduates. Some teachers seem to be low on interest and commitment towards their profession. Studies like Ramchandran et al (2005) and Bennel and Akyeampong (2007) point to very low teacher motivation in India.

In terms of the three stages of preparation, induction and CPD, teaching in India scores poorly as a profession. Professional preparation consists of short pre-service teacher education courses with limited field exposure and practical relevance. There is no formalised system of induction and normally a teacher is required to handle responsibility independently and autonomously right from their first day in the profession. Ongoing professional development, i.e. CPD, can be seen in a very restricted, narrow sense and there are limited opportunities and support for the CPD of serving teachers.

The problems begin with perceptions about CPD. Different agencies and stakeholders seem to hold different or narrow views of CPD. It is very common to see CPD equated with in-service training (INSET) programmes, which are normally one-off, isolated, short-term and infrequent training events. Teachers, too, seem to perceive CPD in terms of formal INSET programmes designed and delivered by external agencies. Even the National Curriculum Framework for Teacher Education (NCFTE), a key policy document of the National Council for Teacher Education (NCTE), uses INSET and CPD interchangeably (NCFTE, 2009: 63-74), though it does set out a number of ways in which CPD can be addressed (NCFTE 2009:67-70).

Education administrators and school managements relate CPD to teachers' ability to 'properly' teach prescribed courses, manage their classrooms and ensure good performance of students in examinations. The broader notion of CPD as a lifelong process of learning, both formally and informally, based on teachers' conscious initiative and voluntary efforts and supported by schools and authorities,

> the process by which ... teachers review, renew and extend their commitment as change agents ... and by which they acquire and develop critically the knowledge, skills, planning and practice... through each phase of their teaching lives (Day 1999: 4)

is largely missing in Indian teacher education.

Because of the restricted view of CPD as INSET, only official INSET programmes receive recognition and support, while other forms of CPD activities such as attending conferences, acquiring additional qualifications or forming learning communities are, by and large, not recognised.

It must be observed here that in higher education in India a remarkable shift in CPD policy has taken place with the latest pay revision. The notion of CPD is broadened to include participation in academic events, undertaking research, publishing, attending faculty development programmes, etc, and mechanisms of quantifying these activities and relating them to career advancement have been introduced. Though there are several unresolved issues of implementation, quality assurance and practicality, this can serve as a good example of how a broad view of CPD can be incorporated into education policies and programmes.

Despite the diversity of individual teachers' CPD needs and interests, the only available avenue for thousands of teachers remains INSET training, the nature, structure and content of which often lack relevance for individual teachers as reported in the National Curriculum Framework for Teacher Education (NCFTE 2009:6-7). Another worrying factor is that the state is seen as the sole provider of CPD and officially sanctioned programmes as the only channels of CPD. Teachers are led to believe that CPD is the state responsibility and that they are incapable of doing anything on

their own. Teachers' voluntarism, initiative and efforts to initiate and support their own CPD are quite rare. Teacher associations, conferences and seminars, research journals, publications, etc, which can be directly linked to teacher voluntarism and initiative, are poor both in quantity and quality. Educational administrators and school managements seem to be unwilling and unable (because of constraints of regulations and resources) to support any CPD undertaking beyond those mandated by the state.

Thus, the CPD scenario in India seems to suffer from a dual handicap – there is little top-down support from state policies and programmes or from administrators and school management for CPD beyond INSET, while there are also few instances of bottom-up initiatives and efforts by teachers to take responsibility for their own CPD and to explore the full range of alternative options for CPD rather than simply being content with INSET designed and delivered by state agencies.

Despite this situation, numerous innovative experiments and interesting studies in CPD are going on in the country, some examples of which are presented in this publication.

The papers in this collection have been selected to offer accounts of a range of understandings of, and practices in, CPD in different settings, mainly in India, though we have also included two papers from Europe to provide extra points of comparison. The papers take the form either of research reports or case studies on CPD in action, and they range from 'big-picture' perspectives to smaller scale views in local or institutional contexts. Many, but not all, of them are rooted in English Language Teaching, a field that has begun to pay particular attention to CPD in recent years.

The papers are arranged in two broad groups. The first five papers explore the role of 'systemic' components, like an INSET programme, institutional perceptions and policies, libraries or a teacher training scheme, in teachers' CPD. The next five papers report on some innovative interventions, mostly teacher-initiated, aimed at promoting teachers' CPD. Two more papers providing European perspectives on CPD are included at the end.

Amol Padwad and Krishna Dixit looked into multiple stakeholder perspectives on CPD and their research paper brings into focus all the potential beneficiaries of good practice in CPD as well as highlighting some of the misunderstandings as well as the individual and institutional obstacles to progress in the field.

Good practice in CPD often occurs within institutions, when good quality leadership helps to bring individual CPD objectives into harmony with the objectives of the school or college as a whole. Sulabha Natraj's paper, set in her home institution, is an example of this kind of synergy in action.

Maya Pandit, working within an outreach initiative from English and Foreign Languages University (EFL-U), Hyderabad, has contributed a heartening case study on the way in which a government-driven, top-down training initiative in Nellore led ultimately to a powerful bottom-up response involving the founding of a teachers' association and the empowerment of local teachers to take control of their own CPD.

School libraries are often under-resourced and poorly maintained, and Hasan Waris, aided by the SCERT Bihar team, uses an inquiry into library use to bring to light the potential of libraries to offer the reading resources which teachers need if they are to gain the wider subject knowledge and know-how about teaching that are an integral part of CPD.

Ravinarayan Chakrakodi reports on his experiment with using writing tasks and a process-based approach with pre-service trainee teachers in Bangalore as a way of triggering thinking about teaching. In his paper he lays particular emphasis on the developmental benefits of this approach.

Rama Mathew and her co-researchers write convincingly about their experience of keeping a diary and talking about writing as a tool for CPD, emphasising both introspection and the social construction of understanding as elements in professional learning.

Jayagowri Shivakumar's account of the life cycle of the English Language Teaching Community, founded in the eighties in Bangalore offers a welcome historical perspective on professional development, focussing on the importance of a shared vision and purpose, collegiality and the social dimension but also reminding us of where a developmental path can take teachers if they are open to change and critical thinking.

Mindful of the opportunities offered by modern technology, Maya Menon and her co-researcher Sojo Varughese give a fascinating account of their research into the use of on-line social media as a mode of interaction within an overall development-oriented framework.

Nivedita Vijay Bedadur, working with rural teachers of English in Karnataka, describes her experiments with the use of mobile phones to trigger and maintain the impetus for professional learning.

Kirti Kapur offers a different angle on the same process by reporting on her experience of acting as a professional mentor to a select group of teachers in Delhi, paying particular attention to the valuable role that an 'expert' can play in the CPD of novice teachers.

The two 'guest' contributions both come from the Balkan region of Europe. Dusanka Popovic and Ljiljana Subotic give an overview of the opportunities for teachers' CPD offered within the educational system in Montenegro. The paper usefully emphasises the extent to which school-based CPD has been recognised and prioritised at Ministry level. Tatjana Glušac reports on a research study undertaken with the support of the British Council in Serbia looking into the needs and wants of English teachers in relation to INSETT and CPD.

We hope that the ideas and experiences contained in this collection will provoke a more active and deeper interest in CPD, will lead to more experiments, innovations and research, and will help CPD to be seen as a central priority in teacher education, a development which is long overdue.

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Group I

1. Amol Padwad and Krishna Kalyan Dixit

Multiple Stakeholdes' Views of Continuing Professional Development

Abstract

This study explores different stakeholders' perceptions of teachers' Continuing Professional Development (CPD). Though teachers are at the centre of their own CPD, how they perceive it reveals only a partial view, which needs to be supplemented by other stakeholders' views of teachers' CPD. A holistic view of CPD can lead to more effective CPD policies and programmes, and help address the overlaps and conflicts in different CPD perspectives. Data on their CPD perceptions was collected from key stakeholders – teachers, head teachers, school management, students, parents, family members and education authorities – to get a '360 degrees' view of CPD. Preliminary findings suggest prevalence of numerous 'narrow' versions of CPD with more mismatches than similarities, leading to many problems in CPD thinking and practice.

Introduction

The aim of this study is to explore different stakeholders' perception of teachers' Continuing Professional Development (CPD). The basic premise behind the study is that teachers' professional development does not happen in isolation and that various stakeholders in education play different roles in it. Though teachers are at the centre of their own CPD, how they view it reveals only a partial view of CPD. In order to gain a broader and richer view of CPD it will be useful to find out how other stakeholders perceive it. Only such a view, it is argued, will lead to more effective CPD policies and programmes, because it will take into account the overlaps and conflicts in different perspectives on CPD. In this study we have tried to collect data on their perceptions of CPD from some key stakeholders – teachers, head teachers, school management representatives, students, their parents, family members of teachers and education authorities – in order to get a '360 degrees' view of CPD. We first briefly describe the context in which the study was carried out and the broad plan of the study. Then we present relevant data from the study, followed by a brief analysis. We conclude the paper by presenting the key findings and insights from the study.

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Context of the Study

The study involved seven schools located in two towns – Bhandara and Wardha – in Maharashtra state, India. These are secondary schools affiliated to the Central Board of Secondary Education (CBSE) (4 schools) and the Maharashtra State Board of Secondary Education (MSBSE) (3 schools). All are privately managed schools, recognised by the affiliating boards, though only the three MSBSE-affiliated schools receive government grant-in-aid. All are required to follow the norms and regulations of the affiliating board and the Maharashtra state.

The reason for choosing schools as focal points of the study is that a school represents a microcosm of teachers' lives, where, in terms of CPD, teachers are assumed to be at the centre of a complex system composed of many other stakeholders, who affect their CPD. The interplay and inter-relationship of the views, attitudes, beliefs and actions of various components of this composite system influence what happens to teachers' CPD in it. Each school in this study is a complex unit of teachers, head teachers, students, parents, management members, educational authorities, etc. We tried to collect data from all possible members of this network, hoping to compile an 'all-round', multi-dimensional view.

The schools show wide-ranging differences in infrastructure and resources. The private unaided CBSE-affiliated schools have better infrastructure, more resources like audio-visual and sports equipment, spacious classrooms and playgrounds, small libraries and a relatively pleasant overall ambience. The MSBSE-affiliated aided schools have limited infrastructure and resources, no playgrounds, cramped classrooms and staff-room, limited audio-visual or sports equipment, and in general a less than pleasant ambience. All schools follow a centrally prescribed curriculum, though the CBSE-affiliated schools have the freedom to choose their own course books. Most teachers in these schools have the requisite educational and professional qualifications, though there are several who are under-qualified or have qualifications not related to their job.

CPD of teachers is largely controlled by the school administration in the sense that schools have a strong say in what CPD activities teachers may be allowed (and supported) to undertake. Schools are usually indifferent to, and sometimes even discourage, CPD activities which teachers undertake on their own. Common CPD activities include participation in state-sponsored and mandated INSET training programmes and occasionally participating in workshops, conferences or seminars organised by agencies other than the state. Schools operate within an 'expert culture' in the sense that teachers are expected to follow the advice of experts and authorities and not to rely on their own knowledge and skills. Teachers are supposed to work as 'just teachers' who should do what others like experts, principals, and educational authorities say. In other words, teachers function in a climate of very limited autonomy and agency. Therefore, teachers seem to be unaware of their potential to develop professionally. In short, the overall CPD environment seems to suffer from a dual problem – on the one hand, schools, administrators and the system do not seem to encourage and support CPD activities beyond participating in the mandated INSET programmes, while on the other, teachers themselves seem to lack enthusiasm and initiative for doing more than what is mandated or taking responsibility for their own professional development.

CPD Context

CPD is a long-term and complex process, which we understand as

> '...a planned, continuous and lifelong process whereby teachers try to develop their personal and professional qualities, and to improve their knowledge, skills and practice, leading to their empowerment, the improvement of their agency and the development of their organisations and their pupils.' (Padwad and Dixit, 2011:10)

Thus, we believe that CPD is the process of teachers' development after joining the profession, a process of lifelong learning, both formal and informal, and involves both voluntary teacher initiatives and programmes externally planned and mandated by authorities. However, the current teacher education policies and programmes, which apply to the schools in question, seem to be based on a narrow view that reduces CPD to infrequent INSET programmes planned and delivered by authorities. Such a restricted view not only excludes informal and voluntary contributions to teacher learning and teachers' desire to learn, but also assumes authorities to be the sole provider of CPD, disregarding any possible role for teachers in their own CPD. Probably under the impact of this view, teachers too often seem not to think beyond INSET programmes, not to take responsibility for their own development and to rely on external agencies to plan and deliver CPD, irrelevant though it may turn out to be to their needs and interests (Padwad and Dixit: 2009 & 2012).

This absence of a broad notion of CPD in teacher education policies and programmes has led to several difficulties:

- Only officially sanctioned INSET training programmes and courses receive recognition and support, while other forms of CPD activities such as attending conferences, acquiring add-on qualifications or forming support groups are neither recognised nor supported.
- This restricted view of CPD does not recognise that different individuals are likely to have different needs and interests in CPD. Large-scale common INSET training does not usually meet individual needs and differing contexts.
- The standard INSET training programmes, based on this view, lack relevance because their content is externally determined, with practising teachers having no involvement in their design or delivery.

What it means to be a teacher is being redefined under the impact of radical changes in the socio-economic situation in India, the changing nature of education and the learner and the increasing penetration of information technology. The conventional view of the teacher as an expert transmitting knowledge to students is gradually becoming redundant. The very nature of the teaching profession is undergoing unprecedented changes. Discussing the professional role of teachers in the 21st century, Hargreaves (2000) observes that:

> 'The fate of teacher professionalism in this era is by no means fixed, but is being and will be argued about, struggled over and pulled in different directions in different places at different times. One possible outcome of these processes is a new, postmodern professionalism that is broader, more flexible and more democratically inclusive of groups outside teaching and their concerns, than its predecessors.' (2000: 167)

New roles and responsibilities are being constantly fixed and re-fixed for teachers. The new roles for teachers include being a facilitator of learning rather than a transmitter of knowledge, a

counsellor, a coach, a subject expert, an IT trainer, a manager, etc. The teacher is now called upon not only to gain new professional knowledge and skills, but also to be inclusive and socially more responsible. The profiles of the learner and the classroom have also radically changed. On a more concrete level, new education policies, curricula and materials keep bringing regular changes and challenges in teachers' lives and work. For example, the teachers in this study have been grappling with several macro- and micro-level changes in the past three years: the paradigm shift to constructivist and experiential learning envisaged in the National Curricular Framework (NCF, 2005); the new curriculum and textbooks introduced by MBSE; the new assessment and evaluation regime of Continuous Comprehensive Evaluation (CCE) introduced by CBSE and adapted by MBSE; and the changing nature of teacher training itself under new agencies, models and systems of INSET. In this age of new challenges, demands and opportunities, CPD assumes even greater importance, because that is the only way teachers can equip themselves to cope with the change.

Research Issue
The present study was triggered by a suspicion that how different stakeholders view CPD may partly explain and be responsible for this general scenario of ineffective and inadequate CPD of teachers. We believe that since teachers do not live and work in isolation, the views and attitudes of numerous other stakeholders are bound to have impact on their CPD. We felt that exploring these multiple views would help us to gain a more comprehensive understanding of the notion, processes and practice of CPD. Thus, in the present study we tried to explore:
1. how different stakeholders viewed teachers' CPD
2. what generalisations about teachers' CPD could be drawn from these different views.

The Study
The study involved the following stakeholders. The primary means of collecting information from each stakeholder about their CPD views are mentioned in brackets:
- Teachers (Questionnaires)
- Heads of schools (Questionnaires and follow-up interviews)
- Members of school management (Interviews)
- Students and parents of students (Focus-group discussions)
- Family members of teachers (Questionnaires)
- Education authorities (Interviews)

We tried to include a mix of schools – better-resourced and poorly-resourced, state-funded and unaided, and affiliated to the state board and the central board. Data was collected from 160 teachers (including 44 teachers of English), 135 students, 40 parents of students, 39 family members, six head teachers, six members of school management and two education officers.

Data from the Study
Teachers
Teachers were asked to prioritise in order of importance the given lists of some qualities of a good teacher and some professional development activities for teachers. They were asked to report on how frequently they engaged in these activities, on their CPD plans, and any problems they faced while working for their CPD. There was also an open-ended question for general comments. The top three qualities of a good teacher as reported by the participating teachers were:

1. being proud of the teaching profession
2. having good subject knowledge
3. regularly planning and preparing for classes

The three least important qualities reported were:
1. being tolerant of students' errors
2. using modern technology and teaching aids
3. encouraging students' interaction in the class

The three most important CPD activities in the teachers' view were:
1. reading profession-related literature
2. undertaking courses, enhancing qualification
3. sharing with colleagues

The three CPD activities they felt to be least important were:
1. publishing or presenting
2. joining teachers' associations or informal groups
3. observing other teachers' classes

The teachers were asked to report on how frequently they engaged in the listed CPD activities. Generalising from their responses, the three most frequent activities the teachers said they undertook were:
1. sharing with colleagues
2. reading profession-related literature
3. undertaking small-scale classroom-based action research

And three least frequent activities were:
1. publishing or presenting
2. joining teachers' associations or informal groups
3. observing other teachers' classes

The following proposals were found to be the most commonly reported by the teachers regarding their CPD plans:
1. deepening subject knowledge
2. attending seminars, conferences, workshops and training programmes
3. learning about new teaching techniques and methods
4. learning about and using new technologies and teaching aids

Some commonly cited problems faced by the teachers in their CPD were:
1. lack of time
2. heavy teaching workload, with further addition of non-teaching work like election duty and census work
3. large classes
4. lack of resources
5. lack of support from the institution
6. poor salaries
7. lack of opportunities of development

8. family and personal responsibilities
9. work and role not commensurate with qualifications and experience
10. disregard of teachers' views and voice (by head teachers, management, students, the system)

Some other points mentioned by teachers in response to the open-ended question were:

- Many teachers would like to teach higher classes, take on some administrative responsibilities, join various school committees, etc. They seemed to relate these to their professional growth and were unhappy about not getting opportunities to do so.
- Many younger teachers complained about the lack of trust and support from senior teachers. On the contrary, some others mentioned the help and guidance received from senior teachers.
- Several teachers felt that nobody in the school or the education system had time for or interest in listening to teachers' problems.

Head Teachers

Head teachers of the schools were interviewed in a loosely structured format. The interviews were audio-recorded. The key points from the head teachers' interviews are:

- Good subject knowledge and good classroom management are the important indicators of a good teacher.
- Teachers should volunteer for their own CPD, because basically it is their personal responsibility.
- As heads of schools they are ready to help teachers with money and time, provided they have ways of doing so. They refer to the constraints of regulations and resources in supporting teachers.
- They are willing to help teachers if teachers come seeking it. They do not feel that schools need to take the initiative and arrange CPD opportunities for teachers.
- They may give leave and other help for training programmes arranged by authorities; for other kinds of programme it is difficult to provide such help.
- They complain that teachers are not interested in learning and developing.
- They insist that teachers' CPD activities should not disturb the school routines.
- In their opinion it is impossible to offer any time in the school routines for CPD activities. Teachers should undertake them outside school hours.

Members of School Management

In this study the members of school management actually mean the senior office-bearers of the trusts which run the schools. The school management has a strong influence on the policies and functioning of the school, and is the final authority in all matters. The management members we interviewed have the following points to observe:

- CPD is an individual teacher's own responsibility;
- If they so wish, teachers may undertake CPD activities, but that should not disturb the school routine;
- These management members do not seem to distinguish between teachers who strive to develop themselves and those who do not.

- Teachers should not make any extra demands for CPD. One management member observed, "It is teachers who need to come forward and do whatever they can with the available resources. They should not ask for things like leave, money or books. They should arrange such things for themselves".
- Teachers who try out experiments, undertake projects on their own or study for additional qualifications are not held in high esteem and not encouraged by the management members. They think that such teachers do not give due attention to their regular teaching job. Another management member quipped, "Such teachers should leave school and do research and become famous".
- Students' learning is more important than teachers' learning.
- Students' performance (in various examinations) is an adequate measure of teachers' performance.

Education Authorities

We interviewed two education officers on what they thought about teachers' CPD. The key points of their views are:

- They also believe that CPD is teachers' responsibility.
- For them it is important for teachers to adhere to prescribed and suggested government norms and rules in teaching.
- They also feel that teachers are free to do whatever they like but without disturbing the functioning of the school.
- During some off-the-record discussions, the authorities complained that they themselves get no support from their superiors to promote teachers' CPD.
- They feel that the INSET programmes and other training provided by the state is enough for teachers' CPD. One of the officers said, "I expect teachers to take their classes not less than 95%, take all tests, write daily teaching plans, and be punctual. Beyond this I do not ask anything from them. For development there are training programmes and that is more than enough".

Students

Focus group discussions were held with different groups of students. Interestingly, there were striking similarities in their responses. The student groups mentioned the following three qualities they expected in teachers by priority:

- Teachers must be impartial and should not discriminate among students in any way.
- They should be friendly and accessible, and tolerant of students' shortcomings.
- It is not a major issue if teachers' subject knowledge is limited, so long as they are teaching well.

Regarding other expectations from teachers, the students suggested that.

- Teachers should use new material and new activities in the classroom.
- Teachers should give students a fair chance to complete their tasks and give regular feedback.
- They would love to see their teachers learning further; and
- Teachers should use the internet and new technologies to develop themselves.

The students showed interest in their teachers' development and were quite willing to support it, but did not have ready ideas of how to do so.

Parents of Students
The parents' views were gathered through focused group discussions held in different schools. The key points of their observations were:
- Teachers should prepare students for the challenges of life after schooling.
- It was important for teachers to continue to learn and develop, because they have to pass on the latest advanced knowledge to students.
- The parents had divided opinions about whether the school should provide for teachers' CPD and how.
- Teachers were primarily responsible for their CPD.
- The parents did not see any need to make provisions of time in the school schedule for CPD activities. They felt that teachers could undertake them at other times.
- Teachers should be fair to everyone and should not discriminate between "intelligent and dull students".

Family Members of Teachers
- Family members hold that teaching is a good profession and most are happy about their relatives being teachers. They expect teachers to be the role-models for students and society.
- They want teachers to be sound in knowledge and hard-working, understand students and give students more than they need.
- They also agree that attending professional courses and training, reading professional literature, preparing for teaching, etc are important for teachers.
- Most family members feel that it is in principle good to spend extra time and money on professional development, but then add the rider that outside school hours family is the priority and has first claim on their time. One family member's comment seems representative: "A perfect teacher manages everything in the 'duty time' [i.e. school hours]".
- They remind teachers to be nice and helpful to their families. Many family members complain about teachers being overloaded with school work and neglecting their family responsibilities. This complaint is from both male and female family members.
- Family members were ready to support teachers in their CPD, for example, by taking over some of their household work, encouraging them to work further and giving money.

Analysis of CPD Views
A comparative study of the CPD views of different stakeholders shows that there seems to be a general agreement of the following kind:
- Teaching is a noble and important profession; it is a profession to be proud of.
- CPD is a valuable and essential undertaking for teachers. It is important that teachers should keep developing professionally.
- CPD is important not only for the growth of teachers, but also for the ultimate benefit of students.
- Teachers should keep changing with times. A good teacher will do new things in the classroom, learn new techniques and methods, gain knowledge of new technologies and approaches.

However, there are differences of opinions and understanding on other crucial issues. These include what CPD may mean, who is responsible for teachers' CPD and how to support CPD.

What does CPD mean?
Teachers give priority to deepening their subject knowledge, learning about new techniques, aids and skills of teaching, participating in conferences, workshops, etc and extensive reading in their view of CPD. Quite a few teachers show an awareness and willingness to go beyond their routine job and learn new things – both in subject knowledge and pedagogic knowledge – in order to develop. It is interesting to observe that they seem to relate CPD to professional growth and do not merely aim at becoming better teachers. Their understanding of CPD includes taking on new roles and responsibilities in the school, teaching higher classes, being involved in school management, doing experiments in the classroom and trying out new techniques.

On the other hand, head teachers, education authorities and management members seem to prioritise adequate subject knowledge and good classroom management skills in teachers. They do not see the need to go beyond the routine teaching work. They seem to believe that teachers should restrict themselves to 'teaching properly', adhering to prescribed norms and responsibilities and ensuring the delivery of prescribed curriculum. They also see no need for additional training or learning for teachers, since the on-the-job learning and official INSET programmes are enough for their professional growth. In other words, CPD in their view is limited to training for short-term instrumental needs.

Students and their parents seem to put a premium on the personal qualities of teachers, like accessibility, tolerance and fairness of treatment. Students suggest that they would like to see their teachers experimenting, innovating and changing with times. Both students and parents broadly view CPD as teachers' continuous learning, but are unable to give more concrete ideas about what this continuous learning may include. Interestingly, many family members too mention that teachers should try to become 'second parents' to their students, but developing into good human beings is not on the CPD list of any other stakeholders.

There are some internal contradictions and paradoxes in the positions taken by different stakeholders on the meaning of CPD. Let's take the example of teachers. Teachers mention reading professional literature as the most important CPD activity and the second most frequent activity they engage in. Enhancing their subject knowledge is the topmost point on their CPD agenda. However, 48 out of 160 teachers have no books in their personal collection. Only five teachers report having 100 or more books, while the average number of books in a personal collection for all teachers is less than ten. From the examples some teachers listed and from our personal visit to some teacher's collections', we found that many personal libraries usually consisted of textbooks, teacher manuals and general reading like novels and anthologies of essays. It is difficult to count these as professional literature. No school in this study has a stock of professional literature worth mentioning in its library. Very few teachers use the internet, so it is also unlikely that they access professional literature online. Thus, the teachers' listing of 'reading professional literature' as the most important CPD activity and the claim that they frequently engage in it is not substantiated by their practice.

Similarly, teachers report enhancing qualification and undertaking courses as the second most important CPD activity. If we excuse 35 teachers still new into the profession (less than five years of service), out of the remaining 125 teachers only nine teachers seem to have undertaken additional courses while in service. So this claim too is doubtful. Thirdly, teachers put attending training programmes, conferences, seminars etc high on their CPD agenda, but do not seem to be doing so except when mandated. They also complain about the irrelevance of mandated training programmes and lack of opportunities and support in other cases. Head teachers make a counter-claim that teachers are not interested in attending training, conferences or workshops even when they are offered opportunities and support. There may be some truth in this counter-claim. In our personal experience of over one hundred training and academic events we found that the number of teachers participating with genuine interest was extremely low.

It is interesting to see that head teachers, management members and education authorities stress on teachers' teaching for the improvement of students' learning, but do not make any allowance for teachers' learning. They probably do not see any link between teacher learning/ development and student learning. In other words, they seem to hold a view that teachers come to the profession fully prepared once for all and what remains for them to do is to keep teaching 'properly'. This view leads to two corollaries – first, that teachers do not need any more learning and second, if students are not learning properly it is because teachers are not doing their job properly, not because they need any more training, education or knowledge. This is a narrow view of CPD, which does not allow them to realise that 'teaching properly', i.e. becoming effective teachers, is a long and complex process and forms part of CPD. Perhaps this narrow view makes them wash their hands of any responsibility for teachers' professional development.

Who is responsible for CPD?
The situation is quite complicated in terms of taking responsibility for CPD. Head teachers, education authorities and management members explicitly say that CPD is teachers' responsibility. Teachers too seem to believe they are responsible for their CPD, but only to the extent of showing willingness to do these things. Beyond that, in their opinion, schools, authorities and the state are responsible to arrange CPD opportunities, support them in CPD activities and provide time and money for the same. There are claims and counterclaims. Teachers claim that they are willing and interested to participate in CPD activities, but there are no opportunities or support from head teachers, management or authorities. Head teachers, management and authorities claim that the necessary opportunities and support are available, but teachers are not willing and interested. Paradoxically, neither side appears to be entirely wrong. The problem seems to lie in mismatching views of CPD. Teachers are not interested in the kind of CPD opportunities and support coming from the school or authorities, because this is perhaps not their idea of CPD. School management or authorities do not offer opportunities or support for CPD teachers are interested in, because this is not their idea of CPD.

How to support CPD?
Head teachers, education authorities and management members assert that the CPD initiative has to come from teachers, but are non-committal on backing up such initiative with necessary support. One reason head teachers and management members cite for their inability to make provision of time and money is that there are no regulations to this effect. Education authorities

argue that the state-provided INSET training is adequate and there is actually no need to go beyond it. If teachers wish to undertake anything more, they can do so on their own. Parents of the students only recommend that schools should support teachers' CPD, but do not seem assertive about it. Students and family members agree that it is good to spend money and time on CPD activities but seem clueless about how this may be managed.

The issue of time appears to be a key bone of contention in CPD matters. Head teachers, management and education authorities leave it entirely to teachers to find time for CPD activities and do not see any need to make any official provision in regular work. Head teachers refuse (and, to some extent, are unable) to allow teachers any time in the school routine for CPD-related activities. Family members agree that it is good to spend time and money on CPD beyond the allotted work hours, but at the same time do not want teachers to take time away from their families and personal responsibilities. Quite a few family members observe that even the regular school work extends beyond routine hours into their homes, making teachers neglect their families. Teachers themselves mention lack of time and overload of work as their top two problems in their schools. Thus, the question of how to find time for CPD remains unaddressed, as different stakeholders keep passing the buck to each other. By analogy, the same can be said about the issues of money and resources as well.

Findings from the Study

From the foregoing analysis of multiple CPD views we can draw some important lessons:

- The CPD views of different stakeholders differ widely and even contradict each other in some aspects. This difference leads to many difficulties and problems.
- None of the stakeholders seem to hold a broad and comprehensive view of CPD. There are different narrow versions of the CPD notion held by different stakeholders.
- How other stakeholders view CPD seriously affects teachers' own understanding and action. The differing views of different stakeholders seem to pull teachers into different directions, adding to their stress and difficulties.
- Many crucial issues in CPD remain unaddressed because of this situation.
- It seems that teachers blame other stakeholders for the lack of opportunities and support, while other stakeholders blame teachers for the lack of initiative and motivation. Ironically, both claims appear largely true, but nobody seems to work on how to break this deadlock.

Conclusion

Teachers do not work in isolation. They are part of a complex network of various stakeholders associated with their work and personal lives. The thinking, understanding and action of teachers are affected by the thinking, understanding and action of these stakeholders. From this perspective, in the present study we tried to explore the views about teachers' CPD of head teachers, school managements, education authorities, students, parents of students and family members of teachers, in addition to teachers' own views of their CPD, with the hope of gaining a more holistic understanding of the notion. We find that different stakeholders including teachers hold different narrow views of CPD with some overlaps, but many mismatches and conflicts. These mismatches and conflicts lie at the root of many practical and conceptual problems and difficulties in ensuring effective CPD for teachers. For effective CPD it is important to resolve them and to promote a broad holistic view of CPD among all stakeholders.

This study covers only a tiny sample of the overall context. We caution against overgeneralising from the findings of the study or holding them to be widely applicable. But we also believe that the study demonstrates the potential value of, and need for, further and more extensive research into different stakeholders' views about CPD. More representative and exhaustive data will help in building up a broader, more realistic and contextually rooted view of CPD. Such a view, we believe, is the essential foundation required for the creation and implementation of effective CPD policies and programmes.

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2. Sulabha Natraj

Continuous Professional Development through Knowledge Creation at the Waymade College of Education: A Case Study

Abstract
Teacher educators are designers of destinies of societies. They are not only imparters of information about teaching and the skills involved in it, but also role models, contributors to knowledge, developers of vision, evaluators, researchers and resource mobilisers. If teachers are to grow as professionals, teaching in different forms and in varied contexts is necessary for them. The quality of education professionals is reflected in their content knowledge, linguistic competence, research attitude, managerial skills and the level of their aspirations. A supportive work culture encourages people to grow and they feel encouraged when they perceive that they are developing.   This paper describes how we approach all this at one institution: Waymade College of Education.

Backdrop
If there is any discipline that is the foundation of leadership traits in society, the level of scientific thought among its people, the amount of concern that people have for one another, and the degree and direction of aspirations for quality of life, it is teacher education. By virtue of the onus placed on teacher educators to prepare teachers who, in turn, develop future citizens and engage themselves in social reconstruction and rejuvenation, teacher educators are designers of the destinies of societies and nations. Teacher educators are not only imparters of information about and skills of teaching but are also role models, contributors to the repertoire of knowledge, developers of vision, evaluators, researchers and resource mobilisers. The team at the Waymade College of Education operates with this broad understanding of their role.

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CPD Processes at Waymade

Since its inception in 2004, the Waymade College of Education has aimed at development of all its stakeholders: students, faculty members, schools in particular and the community in the vicinity in general. This is reflected in the college credo: Redefining Excellence: From Knowledge-seeking to Knowledge-creation. The team at the college was already convinced that for teacher educators (TEs) to be contributors to the field of knowledge what was needed was classroom research and a development-oriented attitude rather than mere reproduction of information already recorded in numerous sources. Therefore, the focus has been on experimentation in terms of teaching and training, materials production, ICT and community service among other things.

Owing to the importance accorded to initiative, the college has developed a culture of laterality, a horizontal power structure. TEs have the freedom to decide what subjects/ courses they would like to teach during the term or the mode they would like to adopt to deliver the curriculum (workshop/ classroom discussion/ e-resources). TEs perceive themselves as senior scholars responsible for the development of the junior scholars i.e. student teachers. The team at Waymade believes that everyone who is a part of the institute ought to have a say in deciding the shape it takes, as confirmed by S.E. one of our alumni:

> "I know that innovations, experimentation and quality work are important features of the work culture, coupled with the freedom to disagree and the acceptance of diverse teaching-learning styles. I found a great deal of choice and freedom to participate in activities and events. Through features such as the Suggestion Box and Open Forums, even students have a voice in decision making in certain issues pertaining to them."

TEs perceive themselves as leaders whose responsibility it is to help students recognise, develop and fulfil their own individual potential. This is very different from merely training them to do a job, or teaching them to pass an exam, which ignores far more important human and societal needs and opportunities.

> "The college has provided me the platform to showcase what I am. Here each one is identified with his/her area of specialty and traits, and properly encouraged and guided to work in that direction. ... The best practice I find here is that of 'reflections' on the tasks accomplished. This helps to improve quality and has always intrinsically motivated me to do my best." (N.N., Coordinator, M.Ed. programme and a TE at Waymade)

If teachers are to grow as professionals, teaching in different forms and in varied contexts is necessary for them. How they grow as effective professionals leading to enhanced learning on the part of the students is very important. From this point of view, the competence and training of teachers are less important than the actual impact they create on how well students learn. Therefore, one major aspect of CPD at Waymade is constant striving to improve pedagogic competence and enrich classroom performance.

> "Prior to joining Waymade, I was not really aware of such a wide range of approaches to and methodologies of teaching and learning. During the last couple of years, I've experimented with numerous ways of classroom interaction patterns and felt happy about it." (D.G., Coordinator and TE on the BEd Advanced programme)

This is achieved through a variety of modes: detailed planning and preparation of teaching sessions; in-house staff interaction and brainstorming; mutual academic auditing; student

feedback; researchers' forum; paper presentations/ discussion of academic issues in the faculty development sessions; open forums; placing reading and reference materials on blogs; preparation of question banks and newsletters; open book examinations; a policy of providing descriptive/detailed feedback to students on their assignments; projects; field visits where feasible; self-access centres for every method, and so on.

These initiatives by TEs have considerably enriched the institute as well. Now, over a period of eight years since the inception of the college in 2004, a rich archive of CDs, audio-video cassettes, project reports, action research reports, dissertations, scrap books, portfolios, in-house newsletters, etc has accumulated. An exhibition of teaching-learning materials is organised every year, attracting visitors from institutions on and off the campus. This is an opportunity for the faculty members as well as students to receive feedback, which in itself has been a rich source of learning for everyone.

Key ingredients of CPD at Waymade

We work with a basic assumption that the quality of a system depends on the quality of the people who make the system. Therefore, keeping in view the following components, programmes are planned and implemented for faculty development.

(a) Content knowledge: This is achieved through subject specific workshops, collaborative and team teaching, expert talks, paper presentations at seminars and conferences, preparation and publication of in-house newsletters, organising workshops for groups of learners with different backgrounds and levels, etc.

(b) Linguistic competence: All those who join as faculty members do not necessarily have adequate proficiency to impart instruction through English. For instance, TEs with specialisations other than English may be sound in their own subject and able to communicate their content quite comfortably. However, in terms of accuracy their expression at times is far from satisfactory. So, they are helped with a basic course in English grammar. Further, preparing newsletters and other teaching learning materials and taking responsibility for preparing reports of the events in the college for newspapers also have helped a great deal.

(c) Research attitude: By and large, continuing one's professional development is a personal choice. Hence, what the system can perhaps do is to inculcate interest in research skills and shape people's attitude towards self directed learning. Keeping this in view, everyone is encouraged to undertake some research work every year. Action research is a common practice among the TEs at Waymade. As a result of numerous pieces of action research which some TEs have completed, they have started taking on projects from agencies outside the college. This research experience has helped us to start the MEd programme.

(d) Organisational and managerial skills: Rather than attending programmes organised by other institutions, the TEs consider it more fruitful to themselves organise a wide range of programmes every year. These include literary events (community radio station, round table conferences, debates, declamation, essay writing, multilingual poetry recitations), cultural programmes (folk and classical dances, musicals, skit contests, etc), sports events, awareness raising programmes (snake shows, AIDS / cancer/ environment awareness rallies, exhibitions), etc. training programmes for school and college teachers and students (mathematics through origami, English through songs, concept formation through cartoons,

ICT for classroom use, innovative teaching practices in social sciences, Economics through mock situations) etc. Since 2004, the college has organised over 31 workshops for local school and college teachers, one international, two national and four state-level conferences. In the words of R.R., Coordinator of the Internal Quality Assurance Cell (IQAC) and a TE at Waymade, "Owing to the exposure through a variety of events, I've developed skills of leading and coordinating projects and assignments."

(e) High Aspirations: Being young and energetic, the team looks at long distance goals, thereby 'thinking big'. Therefore, in all our endeavours the ceiling seems to be high. The vision, mission and goals were worked out before the college started functioning. Since the slate was totally clean and there was freedom to draw the choicest map, what came out was what was lying in the deepest recesses. Personally, I am fully convinced of the impact that teachers can and do make on society. In practical terms, this stance is reflected in the processes we plan for the development of everyone at the college: students, faculty members, admin team, support staff and myself. Implicit in all our work is an understanding that if undertaken with joy, any activity can lead to development of the participants. Positive energy and enthusiasm lead to cognitive involvement. Therefore, while talking to every new batch of students, our pride in the profession is reflected. Like laughter, pride too, is contagious. Quite a few of our alumni were initially indifferent to the career of teaching but as their stay at the college progressed, they found themselves transformed. In some cases, there has been a real U-turn. They come back to us to say that they are happy that they are teachers!

(f) Before leaving the college at the end of the year, the student teachers make a pledge wherein they proudly vouch to continue to develop and work with commitment for students and society. Since this pledge is made at a gathering of stakeholders from different sections of the society, it seems to have created quite some impact on both students and TEs, who strive to be role models by themselves acting on the same pledge!

Evidence of the links between institutional and individual development

Any system works owing to the people responsible for its functioning. Hence, collective effectiveness of the individuals becomes the measure of the efficiency of the system. Continued efforts of the team at Waymade in terms of perseverance towards their own development has led to the emergence of the institute as one of the leading institutions of teacher education working with excellence as its *raison d'être*.

a. Recognition and Awards: So far, the college has won five National and 11 State level awards in ICT in the Classroom. The status of 'Centre of Excellence in Innovative Educational Practices' has been conferred upon the college by Intel Technology India Pvt Ltd. The National Assessment and Accreditation Council (NAAC) has rated the college as one of best in the State of Gujarat (at 2.83 CGPA). Recently, the International Accreditation Organisation (IAO), USA has conferred candidacy status to the college. The University Grants Commission (UGC), New Delhi has recognised Waymade as an institution eligible for grants from the UGC and other central government agencies. For a self-financing institution like Waymade College of Education, this is indeed a major milestone.

b. Consultancies and collaborations: Liaison with numerous agencies has been established. They include UGC's Women's Studies Centre at the Sardar Patel University, Knowledge Consortium of Gujarat, Indian Institute of Teacher Education, Gandhinagar, INTEL

Technologies India, Prajapita BK Vishwavidyalya, Educational Initiatives and numerous other educational institutions, NGOs and Clubs.

c. Constructivism in practice: TEs have learnt to go beyond talking, and think of alternate pedagogies. Good results in the university examinations and appreciation of our alumni by employers are evidence of this.

d. Publications: Faculty members, through numerous in-house publications have grown themselves into writing for publishers, too. Since 2004, six books and a large number of articles have been published by the Waymade team. The following books have been found useful by a large number of young school teachers, researchers and college students.

1. *Developing Communication Skills*: *A Handbook for Teachers and Learners of English*, 2005
2. *Learning to Teach*, 2007 (A compilation of articles by faculty members on methodologies of teaching specific school subjects)
3. *Preparing Scientists in the Classrooms*, 2008 (A set of ready-to-use tasks for practising teachers)
4. *WEE: Women Empowerment through English*, 2009 (A set of dialogues and tasks to develop proficiency in English especially for housewives prepared as part of workshops offered to women to develop competence in English)
5. *Worksheets for Science*, 2009 (A set of worksheets to teach science)
6. *They Struggled*, 2009 (Anecdotal profiles of women who have succeeded in life through their struggle prepared as reading material under 'Women Empowerment Project')

e. Placements: Most of the students passing out of Waymade are gainfully placed even before the completion of the course. Quite a few students are employed in international schools and firms or have become entrepreneurs themselves.

f. Enhanced credits: Our degree is now called BEd Advanced. During the initial three years we offered the same course as the rest of the 11 colleges of education on the campus. The degree then was known as BEd.

g. Financial freedom: Our consultancy services as well as publications have been sources of income for the institution.

h. Pride: A team that takes pride in being a part of the noble profession is born. Locally, the Waymade team is known as a 'strong team'. We consider ourselves contributors to the processes of 'institution building', not merely 'running a college'.

Thus, with the development of faculty members, the college too has grown.

Support by the institution

Since opportunities and encouragement are essential for the professional development of all members of staff, adequate support is ensured by the management for individual as well as team initiatives.

There are features like Faculty Development Initiative and Researchers' Forum through which programmes are organised for individual faculty members to make numerous presentations. These are skill and competence development and confidence-boosting opportunities for them. In-house brainstorming on quality assurance and improvement is a regular feature wherein

numerous issues are brainstormed: How can the quality of courses be ensured? By what criteria is a lesson to be evaluated? How are teachers to be judged? By what standards are they to be evaluated? How is student achievement valued? Which areas need to be explored for action research? Every year two faculty members look after the faculty development initiative.

Performance review meetings are another feature of the work culture at this college. Periodic appraisal is undertaken through self- as well as peer-auditing followed by meetings with the head. However, records of these meetings are not maintained in a very formal manner. Self-appraisal notes are kept in the individual teacher's file. Suggestions are offered to individual teachers during the personal meetings. Nevertheless, documentation and follow-up of these sessions need to be made more systematic. So far, feedback has been in terms of carrots such as provision to attend seminars, getting opportunities to organise/coordinate/lead programmes. Since the team is young, helping them to compete with each other has helped.

The various criteria employed for appraisal are student feedback (through a formal questionnaire, open forums, suggestion box), initiative taken in terms of workshops conducted/coordinated, publications, talks given outside the college premises/ any additional programme organised/conducted, special achievement, help rendered to students in some special manner, research activities, consultancy services offered, community work, materials developed during the year, courses taught, etc.

TEs are given duty leave to attend seminars, conferences outside the college premises. In some cases the programme fee is also reimbursed. The necessary infrastructure and systemic support are provided by the institution to organise programmes on the college premises.

The work of faculty members (as well as students) is appreciated publicly during the college assembly sessions, at staff meetings, through written congratulatory notes placed in public domain such as notice boards, through reports in newspapers and newsletters, even through certificates of appreciation during the College Annual Day by the management and cash awards, even a higher scale of pay. At times there are disincentives, as well. For example, until faculty members clear the National Eligibility Test (NET) or obtain a doctoral degree, they are expected to work on reduced pay.

In the post-accreditation planning, i.e. during this academic year, an Internal Quality Assurance Cell (IQAC) has been formed. CPD on a long-term basis will be a major concern of the cell. So far we have simply followed a policy which could best be expressed as 'Try a new idea as it occurs, if feasible'.

Challenges on the way
The status that Waymade has attained today as an institution with a strong CPD culture is an outcome of long-term processes and efforts. The development of a healthy work culture at the college has not been an easy journey for the Waymakers. It has involved not only shedding inertia and complacency, but also paying attention to critiques from stakeholders.

1. Paradigm shift: The major constraint was the mind-set of 'teaching' as talking from the pulpit which made TEs feel like scholars in authority. Task-oriented, learner-centred classroom interaction was supposed to be meant for 'school teachers'. Remaining on the periphery of

the classroom with the students engaged in solving problems was hardly acceptable. The backstage job of designing activities and materials for use in the classroom was even tougher. The concept of collecting ideas from different sources and discussing them before students who listen with rapt attention was so ingrained that making space for students' views perhaps meant losing control over the students. The confidence with which traditional lecturers talked ad *infinitum*, holding students' attention, was rather frightening because students, too, seemed to like this way of receiving information passively.

It took a great deal of critical review of the literature on participatory learning, demonstration, discussion, brainstorming and experimentation from experts to convince the team to understand the value of active learning by students themselves. Further, beyond intellectual understanding, developing insights into preparation of tasks was also a challenge. It was accomplished through numerous workshops held on and off the campus. Later, positive feedback from the employers of our alumni helped to sustain the efforts which not only improved classroom interaction but also turned teachers into facilitators, story-tellers, designers of activities, materials producers, researchers and writers.

2. Proficiency in English: Special attention had to be paid to help the new recruits develop a reasonable level of accuracy, beyond formulas in maths/ science, for instance. This was taken care of by offering a Bridge Course and/or by asking them to teach English at the Community classes wherein the risk of complaints from students/ parents would be slight.

3. Staff attrition: Self-financed institutions face this challenge of retaining faculty who consider their stay there as a wait period until some opportunity in a government-aided institution props up. Fortunately, in society there are also individuals for whom security lies within oneself rather than in a job. The attractive pay-scale offered by the proactive, visionary management called Charutar Vidya Mandal (CVM), a leading educational Trust of Gujarat, alongside the challenge-driven work culture of Waymade, have succeeded in retaining most of these initiative-oriented TEs who take pride in saying that the college is a creation of their commitment.

4. Mentoring: New recruits need to be mentored until they grasp the work culture at Waymade. Normally, the new recruit is paired up with a senior faculty member who takes up the responsibility for supporting the mentee. Further, the faculty development initiatives, mutual auditing sessions, feedback from students, planning and preparation of teaching sessions, open-book examinations, reflective classroom notes, responsibilities for counselling students, etc, all help acculturation. At times, the rigid mind-sets of even young recruits have posed problems, as well. Training programmes and expert talks organised by the Charutar Vidya Mandal have helped a great deal.

In the final analysis, it must be said that people do want to grow. They feel happy when they perceive that they are developing. The journey may begin by focusing on the peripherals, things that come relatively easily such as popularity among students, compliments from colleagues, even some perks, and a solipsistic attitude. Nevertheless, one gradually but surely progresses towards learning from one's own and others' experience, and looking beyond set patterns, systems and

paradigms. Every development seen from the outside begins with the nature of one's inwardness, one's disposition. All that a system can do is to create opportunities and challenges for the mentee to develop, further, hold up a mirror and let the mentee develop. Just as systems shape individuals who run the systems, so do individuals shape the systems in which they operate. The onus of creating virtuous cycles of continued mutual development rests both with individuals as well as systems.

This assumption about CPD has developed collective consciousness, commitment, conviction, courage, consistency among the Waymade team. The Waymakers have arrived at some healthy practices at work through collective thinking, in-house research, feedback from stakeholders, through observation and reflection. For us every year, every programme, every experience is a step in our continuing professional development.

3. Maya Pandit-Narkar

From Top-down Intervention to Bottom-up Initiative: Teacher Development in Nellore

Abstract

This case study examines how the District Centre (DC) established in Nellore by the English and Foreign Languages University (EFLU), Hyderabad, for training teachers of English in government secondary schools, triggered off a process of change among teachers and enabled them to take further initiatives for their continuing professional development (CPD). The study defines the DC, a resource and training centre and as a top-down intervention. It argues that the DC courses brought teachers together, improved their proficiency, aided their CPD and gave them a platform for discussion, experimentation and collaborative learning. The study shows how the process brought out the teachers' leadership potential and describes their independent bottom-up initiatives like the formation of support groups, the establishment of English teachers' association, and publication activity. The study notes that educational administrators seem to view CPD mainly in terms of achieving better examination results, but that there is a need for a better dialogue with them as their support is necessary for sustained teacher development. In conclusion this paper suggests that the decentralised cascade model of training, the mentor model for teacher support, and interactive materials for training developed by the EFLU in the DC Scheme may be found useful in other similar contexts.

Introduction

Nellore District in Andhra Pradesh is witnessing an evolution of sorts among English teachers in Government secondary schools. My first inkling of this came around five years ago with a phone call from a teacher I had trained, inviting me to address a seminar they had organised. Curious, I decided to go and found the seminar to be a remarkable experience. I saw more than 300 teachers from all over the district there, presenting papers, asking questions, debating issues and generally making themselves heard. It was not a one-off thing as subsequent events proved. Several block level workshops and two national level seminars followed, with an ELT journal, and some other publications. The teachers have even started a blog now. Teacher development appears to have caught on in Nellore.

Maya Pandit-Narkar, Professor English & Foreign Languages University, Hyderabad

This case study argues that these initiatives in CPD seem to be triggered by the establishment of a District Centre (DC) in Nellore by the English and Foreign Languages University (EFLU) Hyderabad, in 2004, as part of the District Centre Scheme (DCS) for training teachers of English in government secondary schools. The scheme is a carefully structured, top-down intervention, where training programmes and activities are mapped out, materials developed centrally and a time limit set for the functioning of the DC. Teachers in Nellore, however, appear to have done much more than what the DC agenda specifies. They have taken initiatives, formulated new forms of action and continued with CPD activities even after the DC has closed down. The original top-down intervention seems to have led to a bottom-up initiative by teachers.

How has this come about? What was it in the DCS that triggered this process? How do teachers explain their initiatives? How do they understand teacher development? How do educational administrators view this process? Was EFLU on to something good in the DCS?

This case study is a modest attempt to explore some of these questions. I hope it may yield certain insights into bottom-up CPD initiatives and may have implications for developing a policy and plan for teachers' CPD in India and beyond.

The District Centre Scheme
The DCS is a programme for teacher development conceived by the Ministry of Human Resource Development (MHRD), and implemented by EFLU since 1984. The academic content of the scheme was revised during 2003-04, in consultation with practising teachers in various DCs. Under this programme, Centres are opened at the District level in underdeveloped regions for a period of five years, to help State governments extend in-service training to secondary school teachers of English within the district. The DCS aims to acquaint teachers with new developments in ELT, identify and develop leadership potential among them and promote collaborative learning. (EFLU District Centre Scheme Brochure, undated)

The DC imparts training in a cascade mode and also functions as a resource centre for teachers with a small library of around 70 books on ELT, a computer, printer, reprographic facilities, internet connection, telephone etc. Two senior local teachers, deputed by the State, are trained as Resource Persons (RPs) at the EFLU. They are appointed as tutors at the DC and their task is to train teachers in the district through three types of programmes: a 10-day Orientation Course (OC), a two-day Needs Based Course (NBC), both in face-to-face mode, and a 1-year Correspondence Course in Teaching English (CC) through distance mode. The RPs, in a sense, function as 'mentors' to teachers. They conduct training programmes, visit schools, observe teachers in their classrooms, identify their problems, organise need–based programs to address them, and offer whatever help they can. They also organise contact programmes for the CC and conduct examinations. Evaluation is done centrally at EFLU, and teachers get a certificate after successful completion of the CC.

EFLU provides academic support in the form of training materials, financial support towards salaries of RPs, library, equipment, book kits, and a budget for the organisation of training programmes. RPs are expected to bring out a newsletter as well, for which a tiny amount is granted. The State government provides administrative support, which includes a building to house the DC, furniture, classrooms etc. and is responsible for the overall management and

supervision of DC through the state education authorities and a District Level Advisory Committee. Nellore DC

The DC at Nellore started functioning in December 2004 and went on till 2009 when it was given an extension for 2 more years till December 2011. Located in the premises of the Institute of Advanced Studies in English (IASE), it initially began with 4 RPs of whom only 2 were retained because of financial constraints. The DC functioned under the administrative control and supervision of the Principal, IASE and the District Education Officer, (DEO), Nellore. Over the 7 years, the DC managed to train more than 590 secondary school teachers of English. The services of the RPs trained at EFLU are utilized by the state government in their training programmes such as Sarva Shiksha Abhiyan (SSA), Rajiv Vidya Mission (RVM), textbook production workshops of the education department, etc.

Data for the case study
The study had two objectives: to obtain an objective perspective of the impact of the DC on teachers' CPD, and to gain an insight into the process by which the DC stimulated initiatives among the teachers for their own development.

I decided to obtain information from two groups of stakeholders, the teachers (including the RPs and other practising teachers), and district educational administrators, with the help of a questionnaire and personal interviews.

Apart from the four RPs trained for the DC, 26 teachers from government schools, who had either taken a lead role in organising other programmes or had participated in them, were chosen for the study in consultation with the RPs. A questionnaire was sent to all the 30 teachers to understand their perceptions of their situation before the DC intervention, their experience of DC programmes and their own individual and collective initiatives for CPD. The questionnaire was followed up with personal interviews clarify and probe more deeply into certain points. Out of a total of 30 teachers, 26 responded to the questionnaire and 22 presented themselves for interview. The teachers are between 40 to 55 years of age, with working or lower middle class backgrounds and were educated in Telugu. Their teaching experience ranges from seven to 20 years.

I also interviewed some educational administrators, including the DEO, the Principal IASE and principals of two Government schools to understand their perceptions of the work of the DC and of teacher development activities. I also visited two schools to observe the classroom teaching of English.

Observations
(nb The initials in brackets represent individual respondents associated with each point or quotation)

Teachers' situation before the DC intervention
All the teachers admitted that they felt they were weak in English. They had "an acute English phobia and inferiority complex" (CR, CK, Ar), with little awareness of language skills. Teaching meant lecturing on grammar topics, reading lessons aloud and translating them into Telugu. Teaching also meant helping students pass examinations so they would dictate model answers to the students and help them learn these by heart. "A culture of silence prevailed in my classroom

where students sat with folded hands, closed mouths and a puzzled expression, took dictation and copied whatever I wrote on the blackboard", CK observed. Parents, principals and inspectors blamed them for low results. They were "isolated and stuck" (Pr) in the mechanical routine of school. There was little awareness of 'teacher development' and few opportunities for learning about ELT. They could not share their problems with anyone except occasionally with their own teachers from the college they had attended. They found it awkward to share their problems with other teachers and avoided talking about it. The overall result was a "feeling of isolation, frustration and loss of confidence and self-worth" (NM). "I was in search of guidance which was not forthcoming." (RMK) Thus teachers were in a difficult situation.

All the 26 teachers had attended short term in-service training programmes organised by Rajeev Vidya Mission (RVM) or Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which were considered to be "too short and somewhat impractical" (M, CK, RR, S, Ch). Six teachers had attended training programmes at RIE, Bangalore and found them useful. But there was "no follow up and no opportunity for exchange of ideas". (Pr)

The DCS intervention: Teachers' perception

The DCS intervention began with the RP course. four teachers from Nellore were selected by the State government to attend the three month RP Course at EFLU. But they were rather reluctant to go. "Initially I felt like the hero of Thomas Hardy's Tess; I thought it was a waste of time and I was going to fall dead." (RR) They were "sceptical" (Ar), "indifferent" (SP) and "nervous, empty minded and totally in the blues."(Pr).

They report, however, that the RP Course proved to be a turning point for them. It made them aware of professional competencies and improved their proficiency in English. The course brought them together with more than 50 RPs like them from all over the country and their resistance began to melt. Initially they found the classes with activity based worksheets strange, and the routine tiring. But later they realised that the sessions made them aware of the various aspects of teacher development and the participatory methodology awakened their interest in collaborative learning. "I realised how the classrooms could become comfort zones" said Pr. The library with its huge resources widened their horizons "beyond expectations." (PR, SP).

One major task in the RP course was to evaluate and modify the training materials prepared by EFLU experts, in the light of their own situations. A lot of thought had gone into preparing the seven course books for the CC. The content and mode of dissemination was decided by experts in consultation with practicing teachers. The materials also had certain 'entry' and 'exit' points where information could be edited, deleted or added to. This, they said, made them feel 'respected'; that they were also 'being treated like experts' (RR). The interaction with peers made them realise that their problems were not unique but shared by many and could be resolved through discussions. The extension lectures and workshops gave them good exposure to English, improved their proficiency and made them aware of larger social-political-cultural issues. For instance, one lecture on feminism made them reflect on the gender biases in their own thinking and classroom practice. The workshop on theatre activities opened up possibilities of language development for students.

At the end of the RP course, they were required to organise one OC and one NBC for local teachers in Hyderabad, for a hands-on experience. That experience, they said, gave them confidence. The

diverse teaching styles of different RPs became an educative experience. For instance, RR and A found "the consultative style" of RPs from the North East more effective. Sharing problems with other RPs and receiving "non-judgmental feedback" on their teaching made them aware of the importance of discussions (A).

Did the RP course made them aware of teacher development? The response of the RPs to this question was quite detailed. All of the factors, they said, from language skills to methods of teaching, reference and study skills to knowledge of technology, constitute the components of teacher development. But the most important point, they said, was getting a space of their own, a platform, where they could talk to each other and share their problems. They were happy that their DC would give them that space.

Their experience at the DC

Once the RP course was over, the RPs came back and joined the DC but their work was not at all a smooth ride. The RPs confessed that there were many problems: acute leadership conflicts amongst themselves, an apathetic bureaucracy, lack of infrastructure facilities, constant transfers of government officials, (they had to explain everything anew every time a new officer joined), and worst of all, indifference of teachers whom they were trying to train through the programmes. The RPs recalled that it took two years of patient work to overcome these practical and attitudinal obstacles. They had to constantly convince government officials and school teachers about the worth of the programmes. But their regular school visits gradually awakened teachers' interest. The free book kit and set of materials helped as well, because "they were getting something concrete and useful to hold in their hands", RR said. Once the Correspondence Course started, the RPs began to sense success.

The data collected through the questionnaire and interviews of teachers revealed some interesting reasons for the indifference. The first was the different perceptions of government support. The RPs saw it as "essential", principals as an "inconvenience" and teachers as an "imposition". The RPs needed the DEO's office to send circulars to schools to obtain the release of teachers to the training programmes, so that principals would not refuse teachers permission to attend on "Duty Leave". Principals felt it interfered seriously with the school routine. Teachers were reluctant because they felt the programmes were being forced "from above" and the ten days required for the OC would be "a waste of time."(Ch, M, NM). Secondly, teachers admitted that they had little notion about teacher development so they did not know what to expect. And thirdly, they were somewhat sceptical about the RPs who had been teachers like them before but who had suddenly acquired the supposedly superior status and role of trainers.

Gradually, however, the DC began to emerge as a common platform. Teachers admitted that the DC programmes made them aware of what development meant. The materials of OC and CC, the flexibility of NBCs, and the spirit of experimentation in peer teaching proved to be a "novel experience" as "we could try out new ways of teaching" (M, Ch). Both teachers and RPs claim that the DC created in them "a desire to be better" (RR, S, Pr, NM, M, Ch, CK). For these teachers, development meant becoming aware of what they lacked and taking steps to be better through "study and practice" (M). MK described this change as a "metamorphosis". Almost all the teachers interviewed said that task-based teaching got them interested and the collaboration in activities helped them change for the better. They became aware of the place of the language skills in

proficiency development, the importance of support materials in teaching grammar, vocabulary and reading and the realisation that students different learning styles. They liked studying for the CC; it required a lot of effort as they had to study hard at home outside of school time, but after that "we didn't look back", claimed the RPs and teachers alike.

Limitations of the DC

The teachers, however, were quite forthcoming in their criticism of the DC. All of them, including the RPs, argued that over the years they realised that the DC had a rather rigid structure. When they wanted to further explore uses of technology, innovative methods, materials production, proficiency development etc., the DC was not able to help them. It was difficult to keep track of teachers who had been trained. They could not go beyond the programmes the DC had provided. The OC, NBC and CC were statutory programmes and they kept the RPs so busy that they could not do more. Besides, the state government wanted the RPs to help in other training programmes. As a result, the RPs found it difficult to meet the increasing demands of teachers for more activities. Teachers said that they could not remain inactive, they had "tasted blood" and "wanted to do something more" (CK, M, MK) but the mandate of the DC did not include any other activities and at least for the teachers who had done their CC, this created a vacuum. It was here that teachers like CK, Ch, Ar, Pr, S, seem to have come forward with more innovative ideas for furthering their CPD.

Initiatives for teacher development

These limitations seem to have pushed teachers into exploring more directions for their own development. One idea that took concrete shape was that of forming discussion-cum-support groups with a senior and more knowledgeable teacher as a mentor. PS and M sought help from CK and Pr in using videos, pictures, cell phones, 3G internet sticks, slides and power points in their class. NM and ArB found that they were able to follow up their interest in language games through interaction with Pr. As ArB put it, "All this brought out something that lay hidden inside. ... I began to look for more creative activities and tasks. I cannot take children to London but (I can) bring London to the classroom through these activities". For NK, language proficiency became an important aspect of professional development and he tried hard to develop that. VMN admitted he wanted to read more, try out more things with different materials in his classroom. These groups were loosely organised, without well defined plans, but they helped sustain their interest, gave them a reason for coming together and led to some workshops to which they could invite other teachers as well.

Out of the 14 teachers interviewed, eight had taken initiatives for forming support groups that have met regularly once or twice a fortnight after school hours, read books and reported what they had done to the group. CK's group engages with the use of technology in the classroom. Interestingly, CK has even got some 'other subject teachers' interested in CPD activities and is currently working with them.

Another major development that followed the discussion groups was the establishment of an English Teachers' Association (ETA). All the informants confessed that when they began to read about ELT conferences in the journals and listened to invited 'ELT experts' in the DC, they felt that they too could move beyond their small groups and share their concerns with a larger number of teachers and experts, and form contacts with teachers in other DCs in Andhra Pradesh and even

across India. They could also interact with other English teachers' organisations. The RPs welcomed this idea. They all held discussions with the RPs from other DCs, some teachers from EFLU, their own college teachers, even leaders of some local NGOs, and began to organise teachers for the ETA. Initially, they formed the English Teachers Association (ETA), Nellore. Later they invited teachers from the Chennai Chapter of ELTAI who discussed with them the work they had done through ELTAI and now ETA has become the Nellore Chapter of ELTAI. The inaugural statement of the Association had summed up the reason for this initiative as given below:

> "There is often a disconnect between DC and teachers trained because the DC finds it hard to keep track of what teachers do afterwards because of the large numbers. The Association wants to address this disconnect because teacher development activities never end, that there is a constant need for the teacher to equip him/herself. The association declares that its aim is to create a platform for teachers to come together even after the DC stops functioning, to provide help, materials, guidance and support to teachers on their path of development." (Rao 2010:7)

The Association regularly organises workshops for teachers and it has organised three one-day seminars so far. ELT experts from outside are invited and teachers present their own ideas and share experiences with others. A website has been set up for the association (https://sites.google.com/site/etanellore/) through which teachers can explore internet resources and read ELT journals.

The success with ETA led teachers to bring out a journal, The English Teacher. It publishes reports on major conferences on Teacher Development (like the two international conferences on teacher development in Hyderabad in 2011 and 2012, organised by the British Council and EFLU), articles by ELT scholars and practicing teachers on themes of practical and theoretical importance. It even includes issues related to literature, literary movements and major writers in English and other Indian languages. So far three issues of the journal have been published. ETA has also organised publications and events not directly related to ELT.

All these activities have helped teachers to network with many people. They are in touch with other DCs in AP such as Guntur, Vishakhapattanam, and in other states such as Maharashtra and Odisha. They see ELTAI as a way of building up a larger network to connect with people. Besides, they are in constant contact with EFLU. They attend seminars, write papers and communicate with English teachers and experts from several colleges and universities in Andhra Pradesh who participate in the workshops organised by the teachers.

Interestingly, teachers also make it a point to invite political leaders, Members of Legislative Assembly, other dignitaries in the region such as artists, writers, scholars for their programmes. "This helps increase our credibility and our work gets recognized" (RR).

Views of educational administrators
My interviews with educational administrators show that they perceive teacher development slightly differently from the teachers. They also revealed some interesting contradictions.

The DEO and the Principal IASE admitted that the DC had trained around 600 secondary school

teachers of English and done seminal work for the development of teachers in the district. Like teachers, the administrators also understood teacher development as the ability to understand one's weaknesses and to overcome them in order to teach better in the classroom.

But at the same time, the administrators felt that teacher development should lead to improved results, especially in the ninth and tenth class examinations. Though they had supported the DC activities, they appeared to be rather sceptical about them because the expected improvement in tenth class examination results had not happened. The teachers participating in the discussion argued that seeking a one-to-one correspondence between the examination results and teacher development activities might not be logical because teacher development activities aim at improving teachers' professional competencies, and this may not immediately and directly result in improvement of examination results. However, the educational administrators wanted better results fast and found it difficult to accept the teachers' argument.

The DEO, on the other hand, was quite clear that teacher development programmes had to demonstrate their worth through better results. The principal of IASE also seemed to endorse this opinion though school principals agreed that teachers had started teaching better now and students were happier with their English classrooms.

Another difference emerged in connection with the provision of time for CPD activities. The DC required teachers to take leave for ten days for the OC and two days for the NBC. If they also did the CC, that added up to 20 more days' leave for the two contact programmes. The argument, that teachers needed time for professional development, if possible even during school hours, did not receive much support from the administrators. Development activities, they believed, had to be done outside school hours, and teachers could use their free time for such things. This clearly meant that after the closure of the DC, the teachers would find it difficult to find the time they need to sustain their efforts for development.

Conclusion and implications
The case study revealed that a strong movement for teachers' professional development seems to have been initiated in Nellore. There is considerable evidence to say that the DC played a key role in generating interest among teachers for development by providing a common platform and addressing some basic needs of teachers for communication and development.

However, the DC offered little scope for other types of activity that teachers wanted to take up and these limitations, far from inhibiting development, seem to have sparked off bottom-up initiatives that have placed CPD firmly in teachers' own hands.

The study revealed that the perceptions of teachers and administrators about teacher development seemed to be rather different. For teachers, development meant being aware of one's own weaknesses and overcoming them through study and shared activity, gaining a wider knowledge of ELT issues and developing their own professional competencies, whereas the administrators perceived teacher development as a change among teachers that would quickly lead to better examination results. The administrators did acknowledge teachers' need for time for CPD but they appeared to be reluctant to allow them to use school time for that.

The case study was limited only to one DC, and covered the perceptions of only a small section of

government school teachers. There are more than 30 DCs at present functioning all over India and they need to be studied through similar procedures before any definitive conclusions are arrived at.

Yet the case study seems to have some important implications for teachers' CPD initiatives:

Firstly, the DC programmes seem to have generated an interest among teachers in their professional development. The training programmes, the school visits, the resources at the DC, all seem to have brought teachers out of their isolation and created in them an urge to grow. Though the teachers were initially reluctant to join programmes, they gradually found themselves drawn into the process, and ended up taking independent initiatives. This is an example of how a formal INSET programme may initiate long-term CPD processes. Further in-depth study of the Nellore example may help in drawing useful insights for other INSET programmes.

Most importantly, the study shows that if teachers are given a little support in the form of resources and mentors, and a platform to come together, they can begin to take control of their own professional development.

The study also highlights the need to bring academics and government administrators together for a meaningful dialogue and long term and effective CPD programmes.

References

Rao, Ranga. 2010. Challenges Ahead. *The English Teacher, 1* (1), Nov-Jan, p. 7.

4. Hasan Waris

School Libraries as a CPD Resource: A Case Study from Bihar

Abstract

This study attempted to find out to what extent using the library helped teachers improve professionally and enhance their teaching skills. Altogether 72 teachers working in 24 secondary or senior secondary schools and ten school librarians participated in this study. Responses were collected through a questionnaire and face-to-face interviews. The initial findings indicate that the libraries of the public schools were running under severe constraints, depriving teachers of access to the latest developments in classroom teaching while private school libraries were better managed and better equipped. It was also found that about half of the teachers rarely visited the library and took the least interest in reference books, though most of them admitted the usefulness of the library in improving their professional competence. Teachers also spent as little as 1.30 hours per week in the library and hardly encouraged their students to go the library. The study diagnosed a gap between what exists and what is needed for libraries to be useful as a CPD resource. This study has implications for the role of school libraries envisaged in the landmark Right to Education Act in India of 2009.

Introduction

A school library can be a good resource for teachers interested in enhancing their teaching skills and in continuing professional development (CPD) in general. In the absence of advanced ICT and technological resources in Indian classrooms, especially in Bihar, extensive use of the library can play a critical role in developing professional competence of teachers. A technologically advanced school library can be a source of knowledge which can facilitate a teacher's access to resources critical for career growth. Libraries can provide CPD opportunities whereby teachers working in the secondary/senior secondary schools may keep abreast of knowledge, broaden their skills and become more effective in their job.

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There are varying kinds and degrees of using libraries for the purpose of improving professional skills at the school level. A fair number of public and private schools in our study are aware of the role school libraries can play in teachers' CPD. Some of the better libraries try to meet teachers' professional development and career aspirations (such as promotions) by ensuring that they are adequately funded, provide digital resources to teachers, and allocate sufficient library hours etc. In the present study we tried to explore how teachers used the libraries available to them, what was the contribution of library use to their professional development and what issues and challenges were involved in promoting library as a resource for teachers' CPD.

Background
Bihar has a complex situation, like many states of India, in terms of school education. There are Kendriya Vidyalayas ('Central Schools') and Navodaya Vidyalayas directly funded by the central government, which are affiliated to the Central Board of Secondary Education (CBSE) and these are generally well resourced and administered. These schools are often held up as 'model' schools within the discourse of state-funded education in India. Then there are state funded and managed schools affiliated to the State Board of Education (SBE) as well as privately funded and managed schools. While most state and centrally-funded schools offer free education, most private schools charge fees for education[1]. There are considerable differences between central, state and private schools in terms of infrastructure, resources, work culture, staff development, overall management, etc. Generally central or private schools are better off in infrastructure, funds and facilities, state schools fare poorly on these counts.

Most schools have libraries for their staff and students, running with various degrees of efficiency. Libraries of schools affiliated to CBSE are usually better managed as compared to those in state schools. They have adequate funds as well as supporting staff, whereas the state schools are deprived of these. Additionally, many upgraded senior secondary schools do not have sufficient space for expansion. In spite of all these constraints, using libraries is supposed to help teachers improve their skills and knowledge and contribute to their CPD. Though there are no previous studies recorded to substantiate the presumptions, it is presumed in this study that library use would at least (a) help improve classroom transaction (b) enrich cognitive domain of teachers, and (c) help extract materials for teaching.

The Study
Altogether 72 teachers, 35 from the state schools, 22 from central schools and 15 from private senior secondary schools participated in the study. Additionally, ten librarians / library in-charge were selected for interview. In terms of institutions, 12 senior secondary schools affiliated to Bihar Secondary Board, six Kendriya Vidyalayas, two Navodaya Vidyalayas (both affiliated to CBSE) and four private schools of ICSE board were randomly selected for the study. A questionnaire was developed after a series of workshops conducted by SCERT, Patna and finally retained for the study after a tryout. It contained 14 questions on CPD. One open–ended item was included to capture the attitude of teachers to CPD. There was also a questionnaire for schools which contained 18 questions on organizational context. The questions also captured the visit / attendance figures of the library.

The investigators discussed the library system and gathered relevant data about the functioning of the libraries with the librarians and the school principals. The librarians also provided lists of

library users. Teachers also gave candid responses to each item of the questionnaire. Records and documents were verified to substantiate the functioning of library. It took about two months to conduct the data collection.

Findings

The findings were integrated in tune with the objectives of the study. One objective was to probe ways in which teachers used libraries of their schools. While analyzing the patterns of library visits it was noted that there was a significant difference between the state schools and Kendriya Vidyalayas. The practice of attending the library in the state schools was less as compared to other schools (Fig. 1). Barely five per cent teachers were found to attend libraries regularly in the state schools. In contrast, the percentage of teachers attending libraries in central and private schools was high (57-68%).

Fig. 1
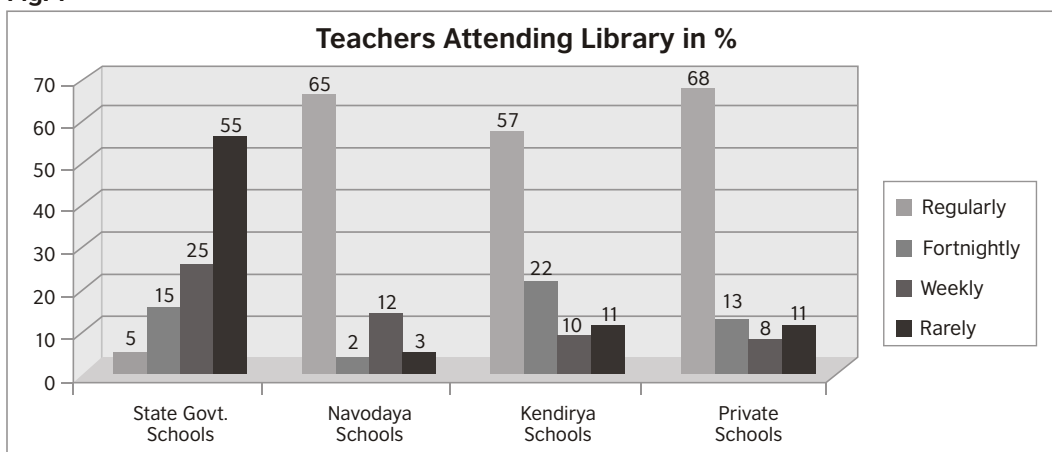
Allowing for the fact that this study did not examine what exactly teachers did when they visited libraries, it can still be argued that visiting libraries is an important potential contributor to CPD and therefore central and private school teachers are likely to have gained more in terms of their professional development through whatever exposure they got in the libraries. Another important issue implicit here is that planned initiatives may be necessary to actively encourage teachers to use libraries; mere stocking of libraries with good stuff may not be enough.

Success in getting desired books in the library of the state and private schools was around 40 and 76 per cent respectively. Periodicals and newspaper were a priority for very few teachers of the state schools (about 10 per cent), while it quite high in central as well as private schools (>70 per cent).

Another break up of preferences of reading was also computed. Libraries typically contained two kinds of books, texts and reference. Preference of reading the reference book was around 20 per cent in the state schools. Teachers in central as well as private schools had equal choice of both the textbooks and reference books.

Fig. 2

Books, Magazine and Newspaper

Fig. 3

Reading Textbooks and Reference Books in %
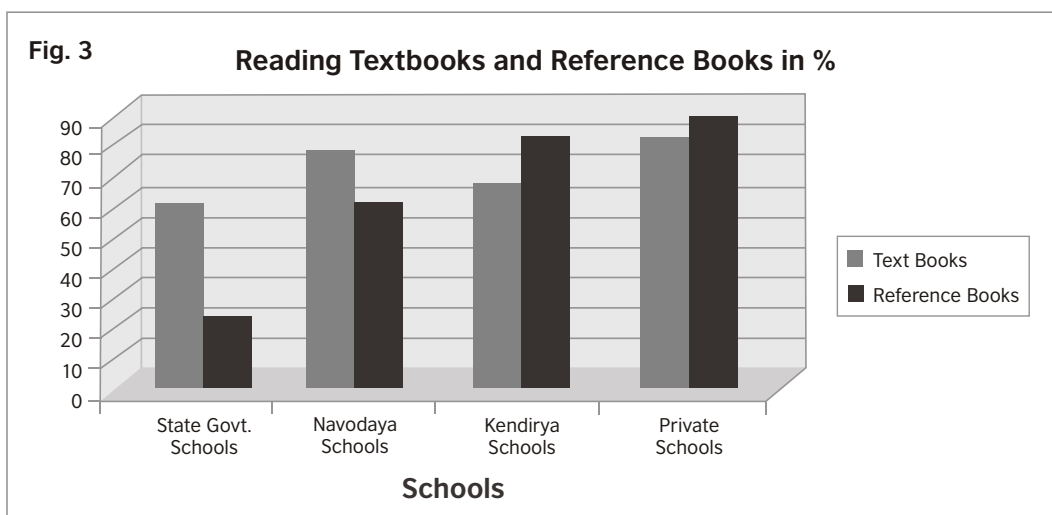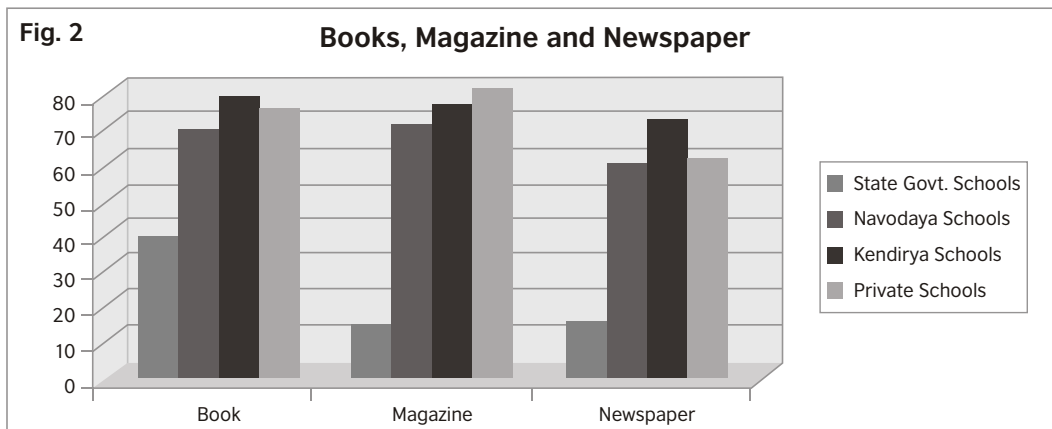
The low preference for reading newspapers or periodicals and high percentage of textbooks borrowing among the state school teachers imply that they tend to use libraries for narrow instrumental purposes. They seem to turn to libraries to address their immediate practical needs, whereas the central and private school teachers seem to use libraries for larger goals like expanding their knowledge and understanding. It may be surmised that once again central and private school teachers are likely to gain more in terms of their CPD from their use of libraries.

The second questionnaire covered the organisational context in which professional learning could occur. A number of questions regarding availability of physical space, titles, periodicals, etc. were asked. Data was triangulated from records and documents. In state government schools, 17 libraries reported insufficient space causing problems of seating. However, private as well as Kendriya Vidyalayas reported having sufficient space. All schools kept book issuing registers separately for teachers and students, with the exception of a few state schools.

Some state schools had no temporary book issuing register, which indicates a less conducive context for professional learning and development. Availability of books and periodicals made a significant difference between schools. Table 1 revealed an average collection of books, periodicals and newspapers. The range of books varied from 2370 to 9081, magazine from two to 40 and newspapers up to 14.

Table 1: Books, Magazines, Newspapers in the Library (2011-12)				
Sl.	School	Books	Magazines	Newspapers
1.	State Govt. Schools	2370	2	1
2.	Navodaya Vidyalaya	6549	22	14
3.	KendriyaVidyalaya	8526	55	8
4.	Private Schools	10000	40	2

The transaction of books provided a distinct pattern. Books issued to teachers in the previous month were analyzed. On an average four teachers got seven books checked out in the state government schools. 28 teachers from Navodaya Vidyalaya checked out 53 books within the same month. Books issued to teachers in the month under analysis from Kendriya Vidyalaya and private schools were 75 and 60 respectively.

The study also explored the number of teachers who rarely got books issued. It ranged from four to 12 (table 2). Time spent by teachers in the library in a week was analysed on the basis of the estimated hours. Teachers in the Navodaya Vidyalaya spent around 3.20 hours per week as compared to 2.15 hours by private schools teachers. Teachers in state government schools spent 1.30 hours per week in the school libraries. The corresponding figure for Kendriya Vidyalaya teachers were around 1.78.

Table 2: Data of borrowings in the previous month				
Sl.	School	No. of books issued	No. of teachers borrowing	No. of teachers rarely borrowing
1.	State Govt. Schools	7	4	4
2.	Navodaya Vidyalaya	53	28	4
3.	KendriyaVidyalaya	75	25	8
4.	Private Schools	60	28	14

Table 3: Time spent in the library in a week		
Sl.	School	hours spent
1.	State Govt. Schools	1.30
2.	Navodaya Vidyalaya	3.20
3.	KendriyaVidyalaya	1.52
4.	Private Schools	2.15

It is thus obvious that state school teachers borrow significantly low number of books and spend very little time in libraries as compared with central and private school teachers. If we also remember here that those few books which state school teachers borrow are primarily textbooks, we can easily see that they are far behind the other teachers in exploiting library as a CPD resource.

This needs to be seen in the light of the near unanimous view of the teachers in this study that libraries helped improve their professional competence. All the teachers across all schools agreed that using the library helped their professional growth and confidence and that they encouraged their students to use the library. However, for many teachers their beliefs about library use are not corroborated by their practice.

The study also included questions on some issues in the development of the school libraries. These issues related to modernisation of library and availability of digital resources and ICT facilities. The private schools were found doing much better in modernisation. All the private schools had digital resources and ICT in the library. Kendriya Vidyalayas, compared to other types of government schools, were much better in terms of modern libraries. The library stock was also frequently updated. Teachers in the state schools were deprived of the latest books and periodicals as these were not subscribed to by their libraries. These schools typically got a one-time grant for the library. Teachers of the state government schools observed that their school libraries were not properly functioning. Both the central as well as Navodaya schools had computer facilities for record keeping but lacked e-learning materials. They did not have specific software for library management. Kendriya schools had their own documentation system and the librarians were up-to-date about the recent developments in library science and management. An important reason for this was the regular training they received. Though the study did not explicitly try to examine if the status of the libraries had an impact on the teachers using or not using them, it seems plausible that this may be an important factor affecting teachers' use of libraries for their CPD.

Conclusions and Implications
The study attempted to explore the patterns of using school libraries of some state, central and private school teachers in Bihar and to understand how these use patterns may related to their CPD. The results emerging out of this snap shot study show that
- state schools have poorly stocked and maintained libraries in comparison with central and private schools,

- there is a wide gap in the quantum and quality of library use between state schools teachers and central and private schools teachers, with state schools teachers falling far behind, and
- the kinds of stocks found in these libraries and the borrowing/ reading preferences of teachers suggest that state schools libraries are stocked and used immediate practical needs of classroom teaching, while the central and private schools libraries are stocked and used for broader goals of general development.

This study did not specifically go into the reasons behind different patterns of use by different kinds of teachers, but the data still points out some potential reasons why state schools teachers are not frequent users of school libraries:

- State schools libraries are not as well-resourced and well-managed as those in central and private schools;
- State school libraries do not have qualified staff and those in position are not regularly trained and updated;
- The infrastructure and ambience in state school libraries is not conducive to promoting frequent visits to the libraries;
- Central and private school libraries are more modernised and have more e-resources as compared to state school libraries.

Teachers participating in the study accept the importance of library for their professional development and classroom teaching, but do not seem to use libraries enough. Infrastructural deficiencies, lack of variety in book titles and periodicals, lack of trained staff and absence modern, digitally enabled library meant that a fair number of potentially good teachers in the state schools remain deprived of updating themselves and not getting enough opportunities for their own CPD. Libraries in central and private schools, because of sufficient space, good infrastructure, rich stock and modern resources, seem to provide ample opportunities for its teachers to pursue CPD through library use.

The findings of the study have some important implications for school administrators and educational policy makers. This state of affairs in state schools libraries requires immediate attention of policy makers at the highest level at a time when Rashtriya Madhyamik Siksha Abhiyan (RMSA) is being implemented and quality of teaching and learning are of paramount importance. School libraries are important on-site avenues for teachers' CPD and can contribute significantly to improving the quality of teachers and of teaching-learning. Provision of qualified library staff, adequate and regular funding, strengthening of infrastructure, especially in ICT, regular training of library personnel and embedding library use into teacher appraisal and career enhancement are some immediate steps the policy makers may consider to address the issues in question.

Notes

1. For an insight into the complex world of private schools in India, see James Tooley, *The Beautiful Tree,* Penguin, 2009.

5. Ravinarayan Chakrakodi

Teacher Portfolios as a Powerful Tool for CPD

Abstract

Portfolios are widely used nowadays in schools, colleges and teacher education institutes in many countries. They may be used as learning tools and as professional development tools as well. This study looks at the professional development portfolios which were developed in an in-service teacher education context. The portfolios constructed by teachers on the programme referred to here include written pieces produced by them over a period of one month and also lesson plans, classroom observation notes and reflective essays. The study reveals that portfolios are useful as learning tools in developing teachers" writing skills and reflective thinking ability. Portfolios are also useful as teaching tools in developing the knowledge and skills that are necessary to teach writing in English as a second language. The study also shows that portfolios have a positive impact on teachers" professional attitudes and competences as well as making a positive contribution to their professional development.

Introduction

The term "portfolio" has been used with different meanings in research studies. Portfolios are used in different contexts for different purposes. There are different types of portfolios depending on the purpose, the focus and the type of evidence required (Tillema and Smith, 2007: 445).

A portfolio may be described as "a focused collection of diverse documents and artifacts that are apt to reflect a person's learning process" (Imhof and Picard, 2009, p. 149). In this sense, portfolio is used as a learning tool in this study. It is a learning portfolio constructed by a teacher, consisting of a collection of the written pieces produced by each teacher in a teacher education context. This portfolio includes different writing tasks done over a period of one month. It shows the progress made by the teacher in his/her writing skills, the efforts put in, how he/she has participated in classroom processes, and also his/her attitude and reflective thinking ability.

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The same portfolio may be used for professional development purposes as well. Campbell et al. (2004) define the professional teaching portfolio as "an organised, goal-driven documentation of professional growth and achieved competence in the complex act called teaching". The portfolio evolved by the teacher also has a lesson plan, classroom observation notes and reflections on the practice teaching lesson. In this sense, the portfolio constructed by a teacher may be called a *teaching* portfolio as well.

Studies on Portfolios

Many studies (Zeichner and Wray, 2001) deal with the use of portfolios in pre-service teacher education contexts. These studies (Bird, 1990) point to the fact that portfolios contribute both to the development and growth of individual teachers and to the improvement of the teaching profession.

The benefits of using a portfolio in a teacher education context have been discussed in studies by Anderson and DeMeulle (1998), Bartell, Kaye, and Morin (1998), Darling-Hammond and Snyder (2000) and Richert (1990). All of them share the view expressed by Zeichner and Wray that

> "… teaching portfolios encourage student teachers and teachers to think more deeply about their teaching and subject matter content, to become more conscious of the theories and assumptions that guide their practices, and to develop a greater desire to engage in collaborative dialogues about teaching".
> (2001: 614)

It has been found that portfolios help teachers to become more self-confident about their practice. It has also been claimed that constructing a teaching portfolio influences teachers" classroom practices in various ways (Zeichner and Wray, 2001).

Portfolios can help to create a learning process in which students receive feedback, revise texts before grading occurs and involve themselves in some kind of self-assessment or reflection on the process that led to the written products (Hamp-Lyons and Condon, 2000: 34). Thus, the portfolio gives information about the process (about what the writer learned about writing) as well as about the product (about the writer's performance). Portfolios help students to document and reflect on their learning while providing teachers with a means to evaluate students' growth and achievement (Wade and Yarbrough, 1996: 65).

Several research studies have found the portfolio to be a useful learning and professional development tool (Wade and Yarbrough, 1996; Shulman, 1998; Smith and Tillema, 2003). The portfolio has been viewed as a tool for promoting reflective practice (Borko et al., 1997 cited in Darling, 2001: 108) and as a vehicle for teacher learning and growth (Athanases, 1994 cited in Darling, 2001: 108). They are found to be particularly useful for documenting professional competence and for certification and advanced teaching certificates (Tillema and Smith, 2007: 443). Darling (2001: 117) argues that portfolios can play a major role in the evaluation of students" performance in teacher education programmes. Van der Schaaf et al. (2005:28) confirm this and report that in many countries there is a growing interest in the assessment of teachers" competences by using instruments such as portfolios.

In India, although portfolios have not gained much currency, the National Curriculum Framework (2005) and also the National Curriculum Framework for Teacher Education (2010) do place great emphasis on the use of portfolios in schools and teacher education contexts.

Context and Background

This research was carried out in the context of an in-service teacher education programme. The teachers who attended the in-service programme at the Regional Institute of English South India, Bangalore assembled portfolios during a training course of one month's duration. A total of 52 teachers participated in the study. The teachers teach in primary schools and have varying amounts of teaching experience ranging from five to fifteen years.

Teachers in the programme had various purposes in constructing their portfolios:
1. To develop the knowledge and skills that are necessary to teach writing
2. To use the portfolio as a tool to develop their reflective thinking ability
3. To bring about a positive impact on their professional attitudes and competences
4. To contribute positively to their professional development

Thus, it was expected that the process of constructing a portfolio would help teachers to improve their own writing skills as well as to develop their knowledge of teaching writing in English as a second language. The portfolio would also help them assess their own strengths and weaknesses in writing, enable them to monitor their progress during the teacher education programme, and to record their experiences of learning as well as teaching.

Teachers included a wide range of materials in their portfolios. The portfolios consisted of these components:
- A note about myself
- A note on my philosophy of teaching writing
- A personal letter
- A diary entry
- Reflections on the diary
- A dialogue
- A lesson plan
- Classroom observation notes
- Reflections on the practice teaching lesson
- Reflections on the portfolio
- A CPD questionnaire

The following process was followed in implementing the portfolio:
- The teachers were introduced to the concept of portfolio. The principles of portfolio design and the characteristics of portfolios were explained in the first week of the training programme.
- A process-oriented approach was followed in teaching writing skills. Pre-writing activities such as brainstorming, pair work and small group discussions were conducted to generate ideas on the topic. Teachers were encouraged to write multiple drafts based on the feedback received by the peer group and the trainer.

- Two faculty members/trainers were involved in examining the portfolios after completion of each task. The faculty members gave critical feedback in writing on the draft texts produced by the teachers.
- Portfolio conferences were held every week to discuss the processes the teachers followed in completing the tasks and to find out the strengths and weaknesses of their writing.
- The portfolio was submitted for assessment at the end of the course.

The portfolio included not only the writing tasks done by the participants but a lesson plan, classroom observation notes and reflections on the practice teaching lesson as well. Thus, the portfolio reflected the teacher's work over a period of one month.

Discussion and Analysis

Teachers were asked to reflect on their experiences of constructing the portfolio. They had to reflect on what they had included in their portfolio and why, how they had organised the portfolio and for what purpose, and what they had learned from the process of constructing a portfolio. Teachers were given a handout with six questions to guide their reflections (see Appendix 2).

The extract from a teacher's reflective essay given below shows how the different stages involved in writing were followed in one of the writing tasks i.e. making an entry in a diary.

> *"When our faculty asked us to write a diary, at first I felt that it is very easy for me to write my experiences. Then I began to write all my experiences from the start of my journey from home to RIESI. In that I shared a lot of experiences. After that, according to the faculty's instructions I discussed with my friend about my written draft. From her feedback I could understand that some time connectives are needed. Then faculty gave us a sample diary. It was an effective input for me to realize the features of a diary.*
>
> *According to the features of a diary, I wrote the second draft. In that I used the time connectives, appropriate tense forms and reflective note at the end. Really I felt very proud when I read the words which our sir used for giving feedback "Wow! You write so well!" These words gave confidence to me and I tried to avoid spelling errors and grammatical errors in my final draft.*
>
> *Then all the groups presented the indicators for assessment. Our faculty introduced the correction code also. That was very effective. I kept all my written versions along with the teaching plan in my portfolio."*

Various themes emerged from the interviews and reflective essays:
  (1) learning from the portfolio
  (2) using the portfolio (for personal reflection and remembering, to share with colleagues, to use in teaching primary school children),
  (3) struggling with the portfolio process.

These themes, along with teachers" reflections, are discussed below:

Learning from the Portfolio

> "My portfolio looks like my autobiography. It helps me to identify myself i.e. my weaknesses and strengths. Each product set a challenge on me. Each refined product give me satisfaction and confidence. It is a documentation of my improvement. It shows my gradual growth of writing. Not only in writing but also in every aspect of professional development."
> "Through this experience I came to know how a writing process has to be conducted in our classroom. Also the importance of feedback by the peer and the teacher. Usually I don't write anything with this much importance. Now I got the confidence that I can also write something without so many errors."

> "If we keep all these products in our portfolio, it will become a reference and it will be a graph of our development. Later we can make a draft without rewriting i.e. first hand refined product. This is the higher level of writing process."

> "The knowledge I acquired from the diary writing class increased my belief in process-oriented pedagogy. Moreover, I got clarity on the use of input in the class. When? Where? How? These were the questions I kept in my mind unanswered. But now I got answers to all these questions. I felt this type of scaffolding from the teacher will be more effective for the children."

It is clear from the teachers' reflections that creating a portfolio was a useful learning experience. Assembling a portfolio helped them to gain useful insights into a process-oriented approach to teaching writing, to improve their own writing proficiency and to understand the importance of feedback in writing.

Using the Portfolio

> "It is very useful to me. I will discuss with my co-workers in the State Resource Group. It can be used in my class as teaching and learning material and cluster training programmes as a model work. I will try to put all my documents concerned with my classroom activities. It should be discussed with my cluster centre."

> "As a State Resource Group convener of my school I will share these processes with my colleagues, as a Resource Person I could share this in our cluster meeting and as a teacher, I will use this method for my students in my classroom."

> "As a teacher, I must make my children develop a portfolio like this."

> "I thought portfolios are only meant for students. Now only I realise the importance of portfolios for teachers. I will share this experience with my colleagues. I will implement this in my classroom also to make my students confident to write something in second language."

> "As a teacher, I came to know the benefits of group discussion, presentation and peer group evaluation. After doing this, I acquired knowledge about writing process and features of writing. I am now able to apply these knowledge, skills and values in my classroom."

"I realised that the knowledge about a particular topic, awareness about the way of writing, proper feedback and more input will enhance our writing ability. This helped me to change my attitude towards my children. I always gave input to my children in the whole class without giving importance for individual differences. I never paid attention to individual feedback. Now I think, in my experience, it is very important to give individual feedback to every child."

"I can use portfolio as teaching and learning material. I could use the final draft as a sample material in my classroom."

"When I do this activity in my classroom, I'll give a sample of the discourse product which they are supposed to write as an input. Till now, I didn't even imagine about such inputs. The inputs which I used were only teacher-talk and discussions other than textbook material."

The reflective essays clearly suggest that portfolios are useful professional development tools. They can be used for various purposes such as personal reflection and remembering, to share with colleagues and to use in teaching primary school children. The experience of creating portfolios seems to have enhanced teachers' knowledge of classroom processes, provided sample materials that can be used in teaching and training contexts and developed a positive attitude towards teaching writing in English as a second language.

Struggles with the Portfolio Process

"Teacher can realise what are the problems faced by students during the process of learning"

"We can use all these micro-processes – group discussion, presentations, peer evaluation, teacher feedback, editing, self-evaluation, etc. - in our classroom very effectively if we are thorough and well planned."

"In the group discussions in the process of writing many times I felt irritated, because of the spirit of domination. The pair group evaluation and feedback by the teacher made me to understand that I need to give more chances to those who desire to express their ideas but are not able to."

"Whatever I experienced, my struggles, efforts, my failures and my success, my happiness and gains can be seen when I turn the pages of my portfolio."

The reflective pieces show how portfolios have helped teachers understand classroom problems as well as the amount of planning and preparation required to implement the portfolio project in their own classrooms.

The following were interesting reflections teachers had recorded:

"Actually, I didn't know [what is] the importance of portfolio till I attended this training. I didn't give much importance to portfolio so far. But now I slowly understand what a portfolio is, what is its importance and place in my life. Surely, I can say it is a treasure."

> *"The portfolio experience gave more confidence to handle English classes especially to prepare students' portfolios. I can prevail good teacher-parent relationship."*
>
> *"I will never stop making these products. Add more and more things into the portfolio so that it will become a huge collection. I should maintain the huge collection for ever."*
>
> *"My attitude towards writing has changed completely. Earlier I was always doubtful to write a single line. Now I have the courage to write anything in English. Now I consider writing as the most interesting task. I want to write my own views to newspapers. After going back to school, I will be more interested in teaching writing."*
>
> *"Group discussion, presentation, peer evaluation, teacher feedback helped in developing my confidence in writing."*
>
> *"Feedback session was the most interesting part of practice teaching. My colleague gave me good feedback mentioning the missing features and the drawbacks."*
>
> *"I understood that the peer group interaction and giving proper input will help my children also to do the classroom activities very well. Now I feel that I should have learnt all this much earlier."*

These reflections indicate how the portfolio project helped them in knowledge development, skills enhancement, attaining attitudinal change, and encouraging teacher efforts. The benefits of the portfolio work may be attributed to three things (Zeichner and Wray, 2001): (a) the process of constructing a portfolio, (b) the mentoring and collaboration that is associated with the process of portfolio construction, and (c) the feedback given on the portfolio.

The portfolio, as already stated, included not only the writing tasks done by the participants but a lesson plan for their practice teaching, classroom observation notes and reflections on the practice teaching lesson as well. Teachers used a classroom observation checklist to write a report on one of their colleague's lessons and a self-evaluation questionnaire to analyse their own class (see Appendix 3). They also wrote reflections, based on a questionnaire given (see Appendix 4), on the usefulness of the practice teaching session and the tutor's feedback.

The teachers were also given a questionnaire to reflect on how the portfolio experiences have contributed to their continuing professional development. The following were some of their opinions on the usefulness of the project in enhancing their professional development:

> *"It contributed to my professional development."*
> *"It developed my writing skills."*
> *"It helped me plan my writing classes better."*
> *"It enhanced my confidence levels."*
> *"It developed better rapport with the tutor."*
> *"It enhanced my image in the class."*
> *"It developed my personality."*
> *"It made me a more competent and empowered teacher."*

> *"It made me a better trainer."*
>
> *"It made me work hard."*
>
> *"It developed my commitment towards the profession."*

These reflections clearly indicate that teachers felt they had developed. A follow-up study examining the classroom implementation and the impact of the project on their teaching skills will show whether they have actually developed. However, the portfolio project has certainly heightened the teachers' sense of having made progress in their CPD. Such a positive change in thinking is a valuable part of CPD.

Conclusion

Many studies done in pre-service teacher education contexts reveal that the majority of student teachers appreciate and benefit from their involvement with portfolios. This study, which was undertaken in an in-service context, also reveals that in-service teachers benefit a lot from the portfolio work. Portfolios, if implemented in both pre- and in-service teacher education contexts, will help in tracking teacher growth, developing reflective practices and in general enhancing professional development.

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Appendices

Appendix 1

Diary entry: Self-assessment

Use the following codes to assess your writing ability.
1. *can do this well*
2. *can do this reasonably well*
3. *need more help in this area*
    i. I can share my experiences and feelings in a diary. ----------
    ii. I can add a reflective note at the end of my diary.------------
    iii. I can use appropriate time connectives in my diary.-------------
    iv. I can use appropriate words and phrases to record my feelings in a diary.------
    v. I can write correct spellings.------------
    vi. I can construct grammatically correct sentences.------------
    vii. I can use correct punctuation.-------------

Appendix 2

Reflections on the portfolio

Write a reflective essay, using 400-450 words, on your experiences in the writing/portfolio classes.
1. Did you do the task successfully?
2. What factors helped you do the task successfully?
3. Do you feel more confident about writing in English now? Elaborate.
4. Has your attitude towards writing/teaching writing/profession changed after this experience?
5. What is the impact of process-writing experience (group discussions, presentations, peer evaluation, teacher feedback, etc.) on you as a teacher?
6. What knowledge, skills and values have you gained from this experience?
7. How will you use the new knowledge, skills and values you have gained in your school/classrooms?
8. Do you think a teacher's portfolio contributes greatly to his/her continuing professional development? How?

Appendix 3

Teacher's self-evaluation of the lesson

During and after the lesson, think about some of the following and record your responses.

1. Evidence that the lesson was: successful/ unsuccessful/ went smoothly/ was poorly organised/ was interesting/ boring
2. Think of a student who seemed not involved in the lesson. What do you think the reason was?
3. What would you like to have improve/have done better in the lesson?
4. What have you learnt?
5. How would you like to improve/change/develop your teaching in the future?
6. What will you do next as a follow-up to this lesson?
7. Which of your/your pupils' aims were achieved?
8. How do you feel about the lesson?
9. What are your feelings about the class that you were teaching?
10. How suitable was the material?
11. Looking back, what might you have done differently?
12. What areas do you think you should work on, with yourself? With the pupils?
13. What are you going to do when you teach this class again?
14. Were there any smiles/ laughter during the lesson?

Appendix 4

Practice Teaching Feedback Questionnaire

1. How useful was the teaching practice session?   Very useful   useful   not useful
2. How useful was the feedback?   Very useful   useful   not useful
3. How did you prepare yourself for your lesson?
4. What books and materials did you refer to/use?
5. What was the best/most interesting part of the teaching practice session?
6. What was not so interesting about the session?
7. What specific comments/feedback did you receive from your tutor?
8. What have you learnt from your lesson?

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Group II

6. Rama Mathew

Diary Writing as a Tool for Reflective Practice

Abstract

This paper reports on a diary study that ten of us, teachers and a teacher educator in a university, carried out over five months. It involved: (i) writing diaries, (ii) reading and responding to diaries and dialoguing in group meetings, (iii) presenting a paper at an international conference, and (iv) writing up the study for publication. The study which included the teacher in all aspects of the study proved to be a very effective tool of communication, helped to build a relationship of trust, gave us an opportunity to think and reflect on ideas critically without the fear of being judged. Whilst many of our learning experiences have evolved from different starting points, following them through as part of a process of inquiry has put us firmly on the path of Continuing Professional Development (CPD).

Introduction

This paper is based on a diary study that we carried out during a five-month period (December 2011 to April 2012). It began with an open letter from the first author (a teacher educator) to teachers asking them if they wish to collaborate with her on a diary-writing project. The letter outlined the work involved: (i) writing a diary once or twice a week and (ii) engaging in some professional conversations on email as well as face-to-face 3-4 times during the five months focusing on the diaries they wrote; it especially emphasized the need for the group to keep in touch and talk things over so that diary writing becomes meaningful to everyone. About 25 teachers responded and a meeting at which we discussed the details of the study marked the beginning of the project; we also decided to read a few articles/chapters (for example, Holly 1989, Bailey 1990, Richards and Farrell 2005) that could help us to understand the concept, meaning

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and scope of diary writing as a tool for reflective practice. In fact a few of us were familiar with the articles from an earlier workshop that was held as part of the Delhi Chapter of English Language Teachers' Association of India's (ELTAI) activity. Eventually ten of us participated in the study as well as in writing this paper.

What is a teacher's diary?

A diary, also called a *teaching journal* (Richards and Farrell 2005), is a 'first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then analysed for recurring patterns or salient events' (Bailey 1990: 215). It can contain 'observations, feelings, reactions, interpretations, reflections, hunches, hypotheses, explanations' (Elliott 1991). It is however not the same as the diary teachers normally keep and/or submit to the principal in Indian schools that gives details of 'lessons' that are taught during a term. For the purpose of this paper, the terms *diary* and *journal* are interchangeably used.

Why a diary study?

Whether it was teachers' own experience of writing diaries as part of their pre-service training programme and/or a project that some of them had participated in, which involved diary writing, the usefulness of diary writing for professional development was not in doubt. Many of us, as the data reveals, were quite excited at the prospect of diary writing and to be part of a group that had common concerns. Our reading of related literature and discussion further helped us to take into account key aspects that informed the various phases of the study. Other factors that seemed to have motivated us were that we could send a proposal based on the study for an international conference that was held in March 2012 and write it up for a book that the British Council was publishing on CPD.

A brief discussion of the points that emerged from our reading will help to outline the significance and scope of the study.

Interest in this area dates back to William James (1842-1910) who referred to two modes of thinking – the paradigmatic and the narrative. More recently Bruner (1990, 2002) asserts that narratives transform us into who we are, that is, it is through telling and listening to stories, including our own, that we are continually formed and transformed. To capture action into words while it is fresh, the author is often provoked to ask the question 'why'. While writing is a voyage of discovery, the voyage, like other things which cover the most intriguing terrains, is not smooth. It taps the unconscious; it can make the implicit explicit and is therefore open to analysis. It helps to construct and reconstruct experience (Holly 1989). 'Writing…. can be much more powerful than we may think at first. If we start by freely writing about the issue that concerns us, we will find ourselves expressing things not previously thought of. ….we should not be surprised that unconscious material surfaces so readily in our writing….writing stimulates this interchange (between the conscious and the unconscious) and allows us to observe, direct and understand it' (Ferrucci 1982, cited in Holly ibid: 75-76). According to Cole, Raffier, Rogan, and Schleicher(1998), journal writing activates thinking and enables teachers to construct knowledge while helping them to personalise the learning process.

Diary writing belongs broadly under narratives, because it is a first person account, in this case, of a teacher's life. It is a powerful means to explore practice. Since 'teaching is more complicated

than most people think, including – strange to say – many teachers' (Jackson 1986 cited in Holly 1989:78), we need methods of documentation which hold it long enough to reflect on it, to respect the complexity of the human relationship involved in teaching and learning and to begin to understand and direct it. Further, it is not enough for researchers to study teachers' work; teachers need to study it themselves; 'professionalism' according to Stenhouse (1975) includes 'the commitment to systematic questioning of one's own teaching as a basis for development; the commitment and the skills to study one's own teaching; the concern to question and to test theory in practice by the use of those skills' (pp. 143-144).

A conceptualisation that underlies diary writing is that of *teacher development as reflective practice* (Richards and Farrell op.cit.). It believes that teachers learn by reflecting on their experience, a process which leads to a better understanding of their own teaching practices and routines. According to Richards (1991), teachers develop a style of teaching with experience which provides a means of coping with many of the routine demands of teaching. However, there is a danger in routinised responses to classroom situations in that such responses not only result in the teacher becoming insensitive to the ever-changing needs of the teaching-learning situation but also hinder a teacher's professional growth. How can teachers move beyond the level of automatic or routinised responses to classroom situations and achieve a higher level of awareness of how they teach, of the kinds of decisions they make as they teach, and of the value and consequences of particular instructional decisions? One way of doing this is through reflecting on one's own teaching, and documenting and analysing it as a way of bringing about change.

Diary studies are part of a well established body of literature in English language teaching. This paper will not present a full length review of the work done in the area since our main purpose is to share our experience of diary writing and of engaging in dialogue during the study and the benefits of the work for each one of us as well as their implications for CPD in general. We will however refer to relevant work where appropriate in order to locate our understanding in the larger context of diary study as a part of CPD. We must note here that reading through diary studies (for example, Jarvis 1992, McDonough 1994) and diaries/vignettes from articles/books (for example, Appel 1995, Richards and Farrell op.cit.) provided not only an impetus to our work but also a framework for examining our experiences and insights. We will also look at the outcomes of the study in relation to the kind of demands, i.e. time and energy, it made on teacher's lives.

How we went about the study

We agreed to write the diary once or twice a week and email it to others in the group for comments /observations. At the first meeting in December, we tried to understand what the work entailed and how we needed to go about it. We also took back copies of the chapter on *'Keeping a teaching journal'* in Richards and Farrell's (2005) book on *Professional Development for language Teachers,* which provided a number of questions (pp. 76-77) that could guide diary writing. The three sets of questions related to teaching, students, and to oneself as a language teacher. We adopted a *stream-of-consciousness* approach rather than an *edited* approach (Richards and Farrell ibid: 77-78), an exploratory type of writing in which grammar, style or organisation is less important than recording thoughts and feelings that can be examined later on. We wrote about any issue/idea/incident that we wished to explore through the journal.

In the first meeting, it was mutually felt and agreed to keep a time frame of five months. Why five

months? Why not longer? The issue was discussed and analysed. Managing time from school schedules and curriculum wouldn't be easy. It was therefore felt that the agreed period was a realistic one for the study.

Although the study officially began in December, it wasn't until the middle of January that we picked up momentum due to the winter break, mid-term exams etc; it was in fact a meeting in January that triggered a useful discussion and clarified many issues that were lingering in our minds. When we started writing earnestly, we had many apprehensions – a sort of insecurity about sharing our diaries with colleagues for fear of not being understood or being attacked, time constraints that all of us experienced, systemic constraints such as the pressure of syllabus, parental expectations and so on. Sharing our personal thoughts/ feelings with others was not easy initially while we didn't mind sending the journal to the first author.

A few of us who were not able to send journals on email submitted handwritten ones at the meeting which were read through and discussed immediately. This did not affect the quality of the discussion nor the tempo that was built up. It took us a while to learn to copy the soft versions of our journals to everyone in the group; whether it was due to hesitation on the part of those members to share their journals or a simple lapse in clicking the 'reply all' button was not probed. Eventually all of us sent all mails freely to everyone in the group. When a participant couldn't come for a meeting, we missed her physical presence although a discussion of her journals was not perceived as something done *behind her back*. The group had clearly achieved a level of comfort and a sense of collegiality that formed the basis of all our analyses. Interestingly however, our participation was a secret not revealed to the school authorities or colleagues. While we looked forward to our group meetings and discussions, we had to hide our excitement from our colleagues in school. Those who participated in the conference had to feign illness to be away from Delhi. Therefore it is a clear case of 'Secret CPD' or 'Tell lies and do CPD'.

The open and frank discussions of issues that the diaries had focused on helped to create a friendly and supportive environment; when one teacher raised an issue, the others pitched in bringing their own experiences which helped everyone understand it from a wider perspective. One thing that became evident early on the project was that there was nothing right or wrong about what one wrote - it was their perspective and they were entitled to it. Each one examined and discussed the diaries in a non-judgmental way and this enabled us to write our first-person accounts in an honest and truthful manner. This mood and tone continued throughout the study, illuminating the whole experience. Each meeting was more enriching than the previous one.

The discussion seemed to focus initially on finding solutions to problems each teacher faced from various perspectives that other teachers brought from their experience. As the study progressed, the analysis centred on some specific themes as described below, with teachers *stepping back* from their own immediate contexts, offering possible explanations and alternatives, hypothesising, and locating it in a larger context of school education and education in general. Further, the diaries that teachers wrote in the latter part of the project clearly reflected a greater awareness of the ideological, socio-political contexts. The diaries and the professional dialogue, both face-to-face and online, supported and enriched one another in significant ways. The next section discusses what the diaries revealed in terms of teachers' thoughts, feelings and perceptions, which are also an outcome of the professional dialogues.

What the diaries reveal

We analysed the diaries to see what the key preoccupations of teachers were. As we read and reread the diaries of each one, several themes seemed to emerge. Our reading of McDonough (1994) at this point confirmed that our themes were very similar to what is discussed in her article, apart from some new themes that were identified in our study. Excerpts from the 'raw' data are presented here to illustrate the themes that characterise the data and the kind of movement/progress one can perceive as the study progressed. We are aware that the data can be interpreted differently by different people, especially 'outsiders' to the present context, but we believe that our interpretations of the dairies afford a good deal of internal consistency and therefore validation to the entire process of diary analysis. The unprocessed data also allows alternative interpretations and generates questions that go beyond the mundane descriptions of the life of a teacher to what underlies such descriptions.

The following section presents excerpts (in italics) from the diaries to give a flavour of the writing, under the identified themes. The quotations overlap to some extent but they are grouped in different themes to facilitate easy reading:

The motivation to reflect/write: why did I write?

> *"The 'Diary Project' led me back to the days of my B. Ed. Since the time I did my B. Ed from CIE (Central Institute of Education which offers pre-service programmes), I used to sometimes put my expression in writing. It became a habit and a releaser of my emotions. It gave me satisfaction and a way to reflect and improve myself."*

> *"I wanted to do something to reflect on my work, and then I was busy in my daily routine but it was there somewhere at the back of my mind."*

> *"Earlier, I might have found it unnerving but now after sharing observations and experiences during mentoring (a project in which some teachers participated), I liked the whole idea."*

> *"In the routine life of home and school, the broader goal of self development and becoming a reflective teacher has taken a back seat."*

The group on the whole was positively inclined to the idea of diary writing since they (or their colleagues) had done it before; this meant that they were willing to find time for it in their busy schedule.

Focusing on oneself/one's work/life

> *"While explaining what the poet meant by those lines, I began to wonder if I was doing anything to grow as a person and a teacher. For some time I got involved in my own thoughts."*

> *"Being a teacher is not a small responsibility. Unlike other professions where the employees have to deal with files, computers and data, we have to deal with students and their world. And we know that each child is unique."*

"I am forever caught up in an internal conflict when it comes to speaking my mind openly. I do not speak my mind for fear of hurting/ antagonising others. I cannot work in vitiated atmospheres. Hence I avoid all controversial matters or situations, keeping my opinions to myself. Am I right in doing so?"

"However, I am still at a loss as to what is expected of a teacher... The teacher is always at the receiving end. Why is this so? This instance has given an opportunity to know what a student thinks of my behaviour and how different it is from my own perceptions of me and my teaching."

It seemed that we were engaged in a process of self-discovery and in a state of uncertainty about the roles and expectations especially of students. We also found that at least at the beginning of the study, our concern with 'self' and our development took a back seat compared to our concern with students, their behaviour and their learning as one of us commented: *"I never feel so much happiness with my own achievements, as I feel for my students."* This trend however changed towards the end of the study.

Focusing on students/individuals

"I don't want to rush with the syllabus as it would put more burden on students and less understanding."

"The level of cynicism that I noticed in the student is depressing. He refuses to be drawn into any kind of constructive activity. I am pained but do not know how to bring about a change."

"No child wants to share her seat with Varsha. I tried to resolve this issue many a time before, and have tried many ways to overcome it. Although she has shown much improvement in terms of studies, her habit of bullying others and roaming around in the class is still the same. I thought of a new strategy today."

"There are a few students who are bent on disturbing the class by their constant talking. They neither evince interest nor wish to participate."

"In her case or many others like her we get helpless as we may address their academic problems but can't provide them dreams for future." (The context is one where Muslim girls find it difficult to pursue education after school).

"Like every teacher I hate it when students challenge my authority. But I know it's better to teach the way they want to be taught. At the same time I also need flexibility to change my plans when my assignment doesn't work for them."

Here we are trying to come to an understanding about what it is that works for some students. While we don't expect that one size (should) fit all, we are in a dilemma as to what does fit different types of individuals. This was a recurrent theme in our discussions; as each one brought their own problems, it became evident that there was no easy, ready-made solution to the problem. Yet, we didn't go back dissatisfied like in an in-service training programme where both teachers and

teacher educators await magical solutions to emerge; we learnt to engage in a professional dialogue which in itself was transforming; we went back quite enriched and to write more.

Methodology – what worked and what didn't and why

> *"The motivation is to do things their way, not ours, and to retain power. The issue now was to find out what or why they were resisting."*

> *"[In this technique] the focus shifts from memorising and rote learning, to understanding and good presentation. I will definitely give a trial run of reader's theatre in my class when the school reopens."*

> *"This is the problem with intelligent children: they understand the concepts in no time and disturb others. How can a teacher handle such a situation?"*

> *"I was disappointed! What went wrong? Why does it bother me all the time?"*

> *"I felt elated as the technique had worked!"*

> *"What I learned from this experience is that you cannot always be right. I think as a teacher we should understand the needs of our children and keep on trying different methods for different lessons. Students want participation in every lesson, they want to be actively involved in it."*

The entries here show a give-and-take approach where we acknowledge that learners must have space to express their feelings, learn in a way they want to learn while we also need our space and 'power'. The tension between teacher authority/flexibility and student resistance/satisfaction is acknowledged and seems to be paving the way for a mutually agreed solution. It is also about organising a curriculum that is responsive to students with different aptitudes and abilities and hence a dilemma for the teacher.

Classroom management

> *"In my classroom I will make sure that the sitting arrangement is such that there are no front benchers and back benchers and my access is not limited to the front of the class. I will try to provide more speaking opportunities to students in such a lesson which is in dialogue form."*

> *"The instruction was very clear that you have to write the names of all the classmates as they are your friends. But the children simply ignored my instruction and followed their peers. Is peer pressure more powerful than the teacher's instruction???"*

> *"Class dynamics are complex: While I try to address one group's concerns, there are others who refuse to cooperate, making it difficult to have any meaningful activity."*

These comments are similar to the ones above in that we are engaging in a dialogue with ourselves about what might be ways in which we can address different concerns of our learners and classrooms in appropriate ways.

The language of diaries

The language of diaries was another significant aspect that caught our attention. For example, tentativeness, an open and frank approach, a questioning style and hedging were among the devices used in the diaries that indicated an ongoing dialogue with oneself and others. It kept doors open to further exploration and modification of one's views. Expressions like those listed below were used:

> *"It seems as though….."*
>
> *"Do you think ……"*
>
> *"Will it help if I talk to….."*
>
> *"The student is not expected to do what he feels?"*
>
> *"Is it so important that they ….."*
>
> *"I never looked at this issue till today. I need to change in some way. How?"*

Reflections on diaries

Towards the end of the study, we tried to do a meta-analysis of diary writing to see what meaning and value we saw in it. We asked ourselves questions such as the following: How did diary writing help us? Would we recommend it to others, why? How did reading others' diaries and discussion help? If we were to do it again, what would we do differently?

Some excerpts from the reflections on diaries:

> *"I have experienced that since I started writing diaries my perception towards certain things have changed completely. I have started questioning things which are considered as 'given'."*

> *"My initial reaction to the task of writing a reflective learning journal was 'Blast!'…. I was overwhelmed by the thought that reflecting upon all my learning experiences and matching these to theory would be a chore, time consuming. I didn't recognise it as a beneficial piece of work….My feelings towards a reflective learning journal were in themselves a developing process. I think at the outset I was forcing myself to think about my learning in a way I had not knowingly done before. However, once I had 'taught' myself to recognise my learning experiences, the journal became a natural process."*

> *"It has made me ponder and also question a number of things like why I am teaching what I am teaching, is there a better way? Reading my fellow colleagues' entries has provided me an insight into their lives, their problems and deep down the realisation that we are all sailing in the same boat."*

> *"This whole process of explicitly reflecting, self-analysing, exploring, expressing and sharing my ideas has given me a deeper insight into my own understanding of things. I feel that I am not only aware of the problems, dilemmas and strategies of fellow teachers but there is a constant psychological support…"*

> *"Being a teacher and Headmistress, I have hundreds of other responsibilities which occupy*

my mind and time. Secondly, sometimes some facts are not written, it is as if we want to hide them from our self and not face them. This is like not being true to oneself."

"Diary writing for me is like a blissful journey into a part of me that I never discovered before. Through critical writing I've found a critical approach to my problems. Comments on diaries and our group discussions have given me a new prospective on my work. Writing a diary is like keeping an organiser of your thoughts."

"This diary writing project has been a godsend... I have enjoyed doing it as I am now assured of sympathetic readers who would understand my predicament in a non-judgmental way, posing queries and offering suggestions where possible."

"One of the most difficult aspects of teaching is the isolation it imposes on its practitioners. Teachers spend most of their days alone in their own classrooms, with their own students. Few opportunities are available to casually observe - and easily learn from - other teachers.... Reflections on teaching and learning helped fill that void."

The study seemed on the whole to be of immense value to each one; as one teacher put it, 'we were in control here, not dictated to by higher authorities like in most in-service programmes, so that we had ample scope to be critical, thoughtful and creative'. Further there were individual as well as common benefits such as a regained sense of autonomy, respect for the profession, a concrete experience of professional development, and learning from sharing.

Further comments and interpretation
As mentioned earlier, diary writing and reflective practice are intertwined, one facilitating the other, especially since the study provided for teachers to respond to each others' writing as well as for analysis of diaries through professional dialogue. It was interesting to examine therefore how reflection occurred and developed through writing over time. Our writing revealed three of the four types of reflection – *descriptive, dialogic* and *critical reflection* – as suggested by Hatton and Smith (1995). They have in fact identified descriptive writing as the first type which merely describes events without reflection; this was not found in our journals. *Descriptive* reflection attempts to describe events with justification, alternative viewpoints and perspectives. Dialogic reflection is an analytical dialogue involving the 'self' and demonstrates a 'stepping back' from the actions/events, mulling over or tentatively exploring reasons; while the critical reflection involves acknowledging multiple perspectives located in and influenced by historical and socio-political contexts.

Instances of dialogic as well as critical reflection as the study progressed are as follows:

"What can I do to get them interested in the classroom activities? Can classrooms/teachers change? Or can we at least find out from them what they like to do? Is school too bent on making students toe the line?"

"Today I have a confession; I have not really reflected on my teaching before... And I thought I did reflect but I haven't, really, deeply, reflected on my teaching. So, what is it that made me think this?"

"Why is it that they (students) refuse to cooperate despite knowing that English is their key to the larger world? .....If the children were to be our own, would we, as parents/teachers do such a thing on such a cold day?"

"The whole process of looking inwards began on this project and now I can say that the experience doesn't help in my growth in any way unless I mull over my actions and try to learn from them. From being a 'detached' teacher I think I can say I've moved towards being an 'involved performer'. I'm able to tune in to the people I'm working with – my learners, parents, colleagues and have come to understand them better. I'm now much more aware of what works and whether things need to be changed."

"I am forever caught up in an internal conflict when it comes to speaking my mind openly. I do not speak my mind for fear of hurting/ antagonising others. I cannot work in vitiated atmospheres. Hence I avoid all controversial matters or situations, keeping my opinions to myself. Am I right in doing so?"

"Perhaps our government like in the ancient times (like the Maika system described in the 'Immortals of Meluha' by Anish Tripathi) can start a school where children are allowed to study only what they are interested in?"

"The quiet and silence of the class when I was invigilating made me wonder - what is the use of exam - and it made me question the purpose of education and the teachers' role in it."

Our pedagogical understandings seem to be developing simultaneously at two levels, one on an *inner level* and also on a social level (Levin 2003). When there is a cognitive conflict (and sometimes a moral or ethical conflict), we engage in an internal dialogue and share it with professional friends during our meetings. As a teacher commented, 'acceptance or recognition of my work is desirable but not necessary'.

An important part of the diary study was the role of the first author, the teacher educator, who initiated and designed the study, selected the initial readings, coordinated the meetings, and started responding to the journals first, although she never wrote diaries as part of the study. This probably was necessary and possible as the participants saw her as a mentor, the 'trusted other'. However, once the ground rules about non-hierarchical collegiality and a supportive environment got clarified, the group became cohesive with each of them becoming a 'critical friend'. They also found other readings, responded to each others' journals and discussed their comments in a non-judgmental way. This is clearly acknowledged in the diaries:

"The best part was ma'm never sat in judgment, never criticised our writing."

"The face to face interactions worked as great stress busters - providing the empathy I have been looking for... The articles that our mentor shared with us opened to me new vistas and insights into research taking place elsewhere in the world."

"The major eye opener for me was all the reading I have been doing on reflection as part of this project."

> *"I reviewed some diaries and xxxx's in particular gave me the courage to open up."*

> *"...she (another teacher) reflects upon how she would do the same lesson in her class...In my own diary entries, I seem to be raising questions but not reflecting on solutions. I need to learn this."*

The magic ingredient for us seemed to be collegiality - a commitment to peers and colleagues, progressing in our learning together so much that we came to trust each other and enjoy their company. We were happy to give up our time for the benefit of our professional growth, that of our colleagues and, of course, for the benefit of our pupils.

The presentation made at the International Teacher Educators' Conference at Hyderabad in March 2012 was a high point in our project. Working on our presentation together led to engaging with deeper issues our diaries raised. For most of us the presentation was a maiden venture. The response we received from the large audience of language teachers, language experts and many others was overwhelming. There were many who wanted to know how they could set up such a project while still many others expressed their interest in joining our group of 'reflective teachers'!

At this point, some important questions arose – Is it possible to develop a framework for diary writing for the teaching community? If developed, would it curtail the freedom of the individual diarist, or would it serve as a prompt for self-exploration? How can we draw more and more teachers into this exercise? Can this be mandated in all schools as some seemed to suggest? More importantly, how do we help others to be critical? Do they have to go through the same journey as we did or are there some 'lessons' we can share with them? We don't seem to have convincing or ready answers to these questions at this point.

Conclusion
The mutually agreed time-frame of five months seems to have been a strength of this study, although some of us feel quite strongly that we will continue with diary writing even after the project closes officially. We strongly feel that it is necessary to take on small and well-defined projects that will have tangible outcomes. This project had four distinct, but not mutually exclusive, activities: (i) writing diaries, (ii) reading and responding to diaries and dialoguing in group meetings, (iii) presenting a paper at the international conference and (iv) writing up the study for publication. This was in contrast to an outside researcher carrying out the study with teachers as subjects. Clearly articulated activities that include the teacher in all aspects of a study and other such 'incentives' seem to be necessary for engaging in CPD. Although there is no acknowledgment/benefit of any sort in the school for teachers to take on CPD-related work outside their busy schedule, we gave the activity the required time and saw value in it. The community of teachers we discovered outside the school was a compelling reason for the degree of satisfaction we felt.

Writing up this paper has been one more important phase in the study. Working together to a deadline, analysing our own work from an insider and an outsider perspective, rereading professional articles, writing in a language that is accessible to a wide ranging audience have all been a rich learning experience, although a little challenging at times.

In conclusion, the diary study proved to be a very effective tool of communication; it helped to build a relationship of trust, gave us an opportunity to think and reflect on ideas that we had either not taken seriously or forgotten, and helped to revisit issues critically without the fear of being judged. We would be keen to continue this learning journal where time allows. We have certainly found that we now give more time to reflecting on and discussing our learning even if this is not in a written form. Whilst many of our learning experiences have evolved from different starting points, following them through as part of a process of inquiry has put us firmly on the path of CPD.

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7. Jayagowri Shivakumar

Teacher Development Groups: Nurturing Continuing Professional Development

Abstract

This paper traces the ripple effect of Continuing Professional Development (CPD) of teachers who began their teaching careers as newly-qualified members of a small Teacher Development group and who are now   experienced practitioners, taking on various roles of advisers and project designers of ELT. The historical perspective maps their growth by comprehending the process of change and development over three decades. The sustained efforts of some of its members to remain professionally alive may provide adequate caveats but most importantly the necessary impetus to nurture CPD among the present day phenomena of Teachers' Clubs in the Indian ELT scenario.

Introduction

The concept of professional development especially among teachers of English has always been a subject of great interest. Academic progress through university degrees along with certificates of Teacher Education courses have been coveted in order to update oneself and avail opportunities for career advancements. However many teachers are strong advocators of life-long education and learning that goes beyond such acquisitions and have thus sought various platforms for Continuing Professional Development (CPD).

A cursory search for CPD websites gives us 10,600,000 sites on professional development and 99,400,000 sites for professional development of teachers and teacher organisations. These sites have a range of topics from theoretical inputs, tasks, lesson plans, action-research projects and tool kits for ICT. Others deal with online communities for teachers, teacher clubs, blogs, and participatory websites that can keep teachers linked to like minded professionals from different parts of the world.

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Few websites speak of forming macro and micro teacher associations and teacher development (TD) groups and conferences hosted by them. This paper explores the formation and functioning of one such TD group – the English Language Teaching Community (ELTC) Bangalore – and examines how the members of the now disbanded group have transmitted the essence of teacher development beyond the precincts of the group. It traces the ripple effect of continuing professional development of teachers who began their teaching careers as newly-qualified and active members of ELTC Bangalore. These teachers are now experienced practitioners, fulfilling various roles as advisers and implementers of policy matters and practices in ELT. Several of them are quoted extensively in this paper.

The Beginning

In the mid-1980s, a group of teachers working in different institutions in Bangalore came together to voice and share their concerns related to their teaching / learning contexts and formed a Teacher Development (TD) group – the English Language Teaching Community (ELTC). This was a small, local TD group that had about 30-40 members. Most of them were practicing teachers of English at the tertiary level with a few them from the school level as well. The ELTC was a loose network of Special interest Groups (SIGs) based on the organisational principles of decentralisation and rotating leadership. It was a non-hierarchical association structured around the sociological idea of 'small groups' (Ramani, 1985).

This was also a platform where teachers could make sense of what they heard at seminars, ponder over how to apply theoretical ideas in their classrooms, articulate their intuitive opinion and collectively move towards an understanding of a pedagogical position that would be appropriate to their teaching/learning contexts.

The three Special Interest Groups (SIGs) – the Grammar group, the Literature group and the Classroom Interaction group – formed the intellectual core of ELTC and each was oriented towards serious pedagogic and academic pursuits on an in-depth and holistic basis. They were free to set their own agenda for work, conduct self-help workshops and initiate a process of discussion and dialogue with applied linguists or educationists on academic research.

In the early years of its existence the members of ELTC propagated the idea of teachers as researchers of their own teaching styles. The understanding of the typical teaching styles of each of its members became a primary foremost objective in the SIGs. They aimed to tap the teachers' real but unconsciously held assumptions and expectations about teaching/learning.

The SIGs were free to decide on the activities/projects and frequency of their meetings. Questioning techniques, coping with large classes, teaching of tenses, exploiting poetry to teach language or writing academic papers were some of the areas delved into as part of their enterprise.

Ad hoc groups were formed based on the felt needs of the members .They were usually study groups concentrating on a systematic discussion of particular books, schools of thought or classroom concerns. Such groups emerged and dissolved in response to the members' changing demands and perceptions.

The entire work of the ELTC was overseen by a coordinating committee (CC) whose members looked after the organisational matters such as the plenary sessions, notices and newsletters as well as liaising with support organisations and other TD groups. The CC would also take on counselling and crisis management functions. They maintained interpersonal harmony in the face of conflicting issues on pedagogic or organisational viewpoints. The CC consisted of three members who volunteered to serve on the committee for two years. Every two years, one member withdrew and another was inducted, thereby ensuring both change and continuity. The rotation of members served the democratic style of ELTC admirably well.

A plenary was held once in three months so that members of all the SIGs could come together, exchange ideas and experiences and discuss issues considered central to the profession of teaching. Here SIGs reported their progress of the previous quarter to the other SIG members and this was usually followed by discussions and questions that generated a lot of interest regarding the activities, apprehensions, challenges or the demands made on SIG members while carrying out a particular project. The intense debates proved to be the right impetus to bring in a sense of accountability and ensure a greater motivation for the completion of projects or for that matter to write up papers for journals based on the findings of the projects. These activities were documented in the form of plenary reports that were circulated to all the members of ELTC.

Cooperative Ventures
The group functioned on a primary principle of trust and collaboration. The provision for rotation of members in the CC meant that, over a period of time, every member had an opportunity to serve on the CC.

Team work, innovations in the classroom, acknowledging ideas generated by colleagues and valuing every member's contribution was central to the smooth functioning of the group.The supportive environment provided by the SIGs and the plenary sessions enhanced the cognitive and affective dimensions of the member's growth. Most important was the realisation that teachers could help one another, become self-reliant and be responsible for their professional development.

Three active members of ELTC, Prof YRR, Prof KN and Dr ER were keen to share their thoughts on how the group has had an impact on their lives long after ELTC ceased to exist. All of them avow that they have carried the essence of development beyond the confines of the ELTC and it is now integral to their very being. Excerpts from these accounts highlight the facets of TD groups as forums for management of change through CPD. YRR, who retired in 1991, was a member of the grammar group SIG and has this to say about her early association with the ELTC:

> "I was a loner at work. Of course I attended the Boards of Studies meetings and offered suggestions but somehow they had failed the system. It was only in the context of the ELTC in the 1980's that we practising teachers sought to answer questions such as 'What role does expert theory play in a teacher's practice?' Or 'What kind of change does a teacher want in it? The firm belief that genuine TD should be founded on empowering the teacher made us draw upon whatever untapped resources we had and not totally depend on expert advice alone."

ER, a member of the literature group SIG, heads the department of English at a local college in Bangalore and talks about his association with the group. He says:

> "To me, ELTC stood for many empowering and shaping influences in my formation as a teacher of the English language and as a student of literary and critical studies. It was certainly a significant movement that marked my growth, development and progress in my academic life. Many aspects of what I am in my teaching life today have been mediated by my participation and involvement with this community."

Next Phase

Through the late 80s and early 90s, members of the ELTC were involved in a wide range of activities from action research to academic advancement like PhDs. It was a period of high academic accomplishment. Many of us were resource persons at workshops in local schools and colleges. At the same time members were presenting papers at national and international conferences. Joint paper presentations, collaborative projects, rehearsals of seminar presentations and publication of papers were some of the exciting activities that engaged us completely.

Documentation Procedures

The premium attached by the ELTC to maintaining records of activities in the form of anecdotal accounts, plenary reports, articles in journals and newsletters can hardly be emphasised enough. The value given to the process of documentation stems from the realisation that written accounts of work can be made available to anyone, especially when one wishes to recover the process of academic interaction long after the initial flush of innovation or experimentation has faded. It is a way of valuing and acknowledging the work done by a team and making the whole experience available to a larger audience.

In this connection, KN, a member of the classroom interaction SIG, says:

> "Reports of action research projects were often a mix of anecdotal accounts and structured discussion. Documentation was in the form of brief notes and observations. Follow-up was either a consolidated oral summary or a loosely structured written account. The most significant – and immensely satisfying –consequence of this kind of documentation was that the rich insights recorded could be 'revisited' and could lead to an altered understanding of the issues raised."

Documentation of our projects and the processes of growth or change was our way of publicly accounting for our professional growth. The act of writing down observations, summarising key ideas both orally and in writing helped to promote an environment that was non-threatening and facilitative. The group members have made extensive use of plenary reports, notes, and ELTC newsletters for their paper presentations at seminars or for journal publications.

Teachers often co-opted a few students as co-teachers in the classroom and asked them to maintain diaries about what happens in the class. This proved to be a fruitful means of augmenting a teacher's understanding of classroom processes at work. There was a deeply-felt desire to be consistently on a learning curve, to keep fossilisation at bay and to reaffirm our *sense of plausibility*.

Reflective Procedures

A unique aspect of the ELTC was that it provided an informed audience to rehearse paper presentations. Members made notes during the presentations and then followed it up by first giving positive feedback and later critiquing. We have found that this procedure not only enhanced the sense of self but led to discussions that were intense without being intimidating. Suggestions for improvement were made through probable questions that participants at a conference might raise. Members would play 'devil's advocate', thereby helping the presenters modify their ideas as well as preparing them to field possible queries. Critiquing in terms of tentative suggestions and asking facilitative questions that are exploratory rather than authoritative often elicits alternative approaches to tackling an issue. Feedback based on such an approach helps one be dispassionate and objective.

Our internalisation of this process of fine-tuning papers and project proposals has enabled us to help many a teacher prepare satisfactorily for an upcoming presentation or seminar. KN, who went on to follow the same procedure of giving feedback to colleagues in her department (teachers who were not members of ELTC), has further added:

> "Many activities taken up by the ELTC were collaborative in nature. Co-investigating an issue had both cognitive and affective dimensions. This is best illustrated in the Classroom Observation sessions which were voluntarily sought by a teacher because she could not quite comprehend what was happening in her class. The teacher concerned and colleagues who observed her, understood and analysed the classroom situation and quite often came up with a plan of action. The non-threatening presence of the observers, the objectivity of feedback given as well as the observed teacher's reflection on the teaching episodes strengthened our belief that a collaborative approach to a 'problem' can be an enriching experience!

> Another aspect of this collaborative activity was in preparing for presentations that teachers had to make at several seminars/conferences. Staff members were encouraged to present papers collaboratively and rehearse their presentations with like-minded colleagues."

KN felt that the positive pressure exerted on her department helped her teachers accomplish a given task, enhanced their confidence and encouraged them to take on challenging projects within and beyond classroom contexts.

Exploratory Approach

Some members are of the opinion that the impetus to pursue doctoral research came primarily from their ELTC experience. ER says:

> "Many of us took serious risks with our perceptions, and orientations; we also chose differing paths in our endeavour to be part of the community (ELTC). There was in that sense true heterogeneity. The consistent reflection, the painstaking planning, the numerous interrogations—all served to challenge us into newer ways of thinking and acting in our profession. As for me, I formulated my thesis-statement, my research proposal, chose to study South African poetry and identity politics, in and through the small group sharing in the ELTC which was no doubt different from the language-based

> teaching life I was involved with in my professional context. In all these and more, there was a deep sense of equality and an egalitarian attitude that was both evocative and promising."

No wonder then that we regarded the mid-80s and early 90s as a golden period of our progress as proficient practitioners who theorised from the classroom and were eager to share this excitement with a larger audience.

Moving Forward

Since 2000, members of the disbanded ELTC have sought other modes of functioning better suited for their own CPD. The urge to sustain development in ourselves as classroom teachers and as senior practitioners has enabled us to reinvent our roles, responsibilities and domains. We felt that we ought to do something to preserve and propagate the processes of growth and development activated in the context of our TD group. The dynamics of the SIGs as we have already seen involved a dialogic mode of exploration, anecdotal accounts to capture an experience and examine the match between theory and classroom practices. We have constantly strived to share, guide in a non-threatening way and, in doing so, provide a context of interaction to any teacher or young colleague who has sought our help.

Collaborative Enterprise

The need to challenge ourselves and move beyond the comfort zones of our previous experience was very strong in us. For instance, way back in 1997 when the Classroom Interaction SIG wrote the paper on researching heterogeneity in large classes, KN (one of the co-authors of the paper) had realised that understanding the way students learn something was overwhelming. Many years later in 2004, she undertook a sponsored project on 'Learners' Coping Strategies', fully aware of the daunting nature of her research. Her aim was not only to make her learners aware of the learning skills that they deployed but also induct junior colleagues into the project and pass on the sense of excitement associated with a challenging project to them.

> "I had undertaken a project on learners' strategies in my classes and this involved audio-recording of my class. I gave the colleagues of my department (who were not ELTC members) the choice of listening to the tapes/reading the tape scripts, or to 'observe' my classes and give their feedback. My ostensible agenda was to demonstrate the value of multiple perspectives of the classroom processes and practices I had adopted. But in reality I hoped to show them the positive aspects of observation, and allay their fears 'being judged'."

The path to being a reflective practitioner is often a process of sharing one's classroom practices and episodes, techniques or strategies that have satisfied or dissatisfied us. Maintaining classroom diaries, encouraging peer-observation and valuing anecdotal accounts of events have sensitised us to the possibilities of reflective procedures and teachers need to be encouraged to go through this process of introspection, debate and risk theorising on their classroom practices and procedures.

Mentoring Activities

As team–leaders or senior practitioners we have always acknowledged the work done by others

especially the junior members of the department. Mentoring them has been through a process of collaboration and encouraging juniors to make presentations at public platforms while we take on the role of observers.

YRR's interaction with the secondary school teachers is a case in point:

> "After retirement, I joined the Managing Committee of a very old co-educational school the Mahila Seva Samaja, Bangalore. Children study here from age three plus to 15 years. I was given an opportunity to oversee the way teachers could update and empower themselves as professionals. A very important task for teachers at the primary level was the writing of the progress reports of children to be given to parents. It was a constant source of tension and worry for the teachers as it meant facing anxious or even aggressive parents. This was an area that I felt we could work upon. The teachers were quite capable of managing their classrooms but dealing with parents was the real problem area. The teachers' nervousness was palpable. A workshop on producing progress report cards followed where teachers themselves discussed the best format and brought out different models. The nursery teachers had a great time, anticipating parental approval of their most colourfully decorated cards.

> In a way, this made workshops popular with teachers as the work here was solely their creation. This was the first of several workshops where they were given the choice of what they would like to do, how, and when. The novelty of the situation had caught their fancy and they welcomed the opportunity to do things on their own- the first step in empowerment."

Interactional Processes

Democratic principles of decentralisation and the rotation of leadership roles (as seen in the functioning of the CC) were instrumental in helping members to appreciate the responsibilities that come with the acceptance of pivotal roles in an organisation. The line between the leader and led is invisibly thin or non-existent. However accountability is integral to the functioning of such a group and a notion of 'bring and share' inculcates a sense of fair-play based on trust and friendship.

KN's experience is worth sharing here.

> "I have adopted an approach of group involvement, negotiation and reflection, whenever I have been asked to chair a Board of Examiners or convene a textbook committee meeting. Members and paper setters come with diverse expectations and beliefs. The process of scrutinising papers set or suggested short stories / essays for inclusion in textbooks becomes a balancing act of justifying and negotiating the choice of the committee as well as keeping in mind the nature and purpose of the task on hand.

> On such occasions I have divided the team into small groups, based on logistic convenience or cohesiveness of the group members. They use their knowledge of assessment and evaluation to evolve a few criteria for their choice of texts or questions. The group then takes on the responsibility to modify or review the material /question paper as the case may be.

> Later at a larger plenary session the final versions of the smaller groups are approved through consensus and shared insights rather than personal preferences. This 'team spirit' and 'a democratic approach' to meet the common goal is possible when the smaller groups have been able to put things in a proper perspective. Negotiating without imposing one's idea is more in tune with the ELTC spirit. I have attempted this with groups outside the ELTC with a fair amount of success. I am fully aware that quite often board members and paper setters who are used to other styles of functioning may consider this role of a coordinator a 'weakness' and may not be fully convinced about the need for such negotiation!"

ER believes that the processes of professional development triggered in the context of the ELTC were too valuable to be lost and part of our growth now as senior practitioners or leaders is to ensure similar opportunities of growth for our young colleagues, as was found in the ELTC earlier .

 Our mode of leadership, as ER says, is:

> "....an egalitarian approach that taught us to lead differently, especially to hone our skills of interaction and dialogue. It also enabled us to risk putting ourselves on the line. It encouraged a certain collectiveness of purpose. Some members were quiet-voiced but firm; some vocal and eloquent; many others were definite but distant. But most were negotiators, deeply believing in the spirit of differentiated dialogue. It was not free from its challenges. Since this leadership system expected people to be transformative, it was often in conflict with highly traditional notions of self-fronted habits of leadership. People sometimes seemed to desire the authority to perform what might be called "the right thing" without taking the harder route of negotiating and dialoging into meaningful all-inclusive endeavors. Some others did find their roles as leaders compromised because of the lack of authority to problem-solve sometimes in inter-personal relations. ELTC demonstrated that to carry a group along collectively and remain equal with them was the true description of productive leadership. To participate rather than to compete, to share rather than to proclaim, to lead but without malice, was ultimately the well-envisioned goal of the leadership system of the ELTC."

What has been captured in this paper is an example of a grassroots initiative with promises of ongoing professional development. Our earlier journey as young practising teachers was an exciting roller coaster ride of comprehending and tackling problematic issues of teaching/learning. What certainly was apparent was our desire to optimise learning opportunities for students, fellow teachers and for ourselves as practitioners/researchers. Our present journey is an affirmation of our intrinsic motivation to develop ourselves by mentoring and nurturing the growth of others through a process of decentralisation, sharing and an affirmation of people's sense of worth. "Teacher Development is the process of becoming the best teacher one is able to be: a process that can be started but never finished." (Underhill, A. IATEFL Issues, June/July 1999, 149: 17)

Every opportunity for networking should be exploited whether it is between teachers within/across colleges, teachers' clubs, online communities or different teacher organisations and State Boards of Education. The matrix of networking was an important aspect of growth as we

realised that exposure to a variety of ideas shapes thought processes of teachers and envisages a dynamic sense of growth while at the same time providing a support system that helps one to test out hypotheses in different forums of interaction.

The life cycle of a TD group is subject to various exigencies – like constraints of interest, time and needs – but the spirit of TD, once instilled in a teacher will constantly generate the academic and interactional processes mentioned earlier. The more recent platforms like teachers' clubs and online communities engage in similar attempts to manage change and support teachers' CPD.

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8. Maya Menon

CPD through Social Networking amongst Indian School Teachers:
An Action Research

Abstract

This paper looks at how Indian school teachers use a social network like Facebook for their Continuing Professional Development, based on an action research project undertaken by The Teacher Foundation (TTF), Bangalore. This study was initiated to explore answers to the following two questions: one, how are teachers using Facebook for their professional development and what benefits are they drawing from it? Two, how are these perceived benefits contributing to the continuing professional development of teachers? The paper focuses on the use of a Facebook Page for CPD and discusses four aspects of online CPD - reflection, peer networking, sharing of classroom practice and user generated content. We found that social media is a great tool to help teachers become reflective practitioners and this happens through peer networking and sharing of classroom practices. The study also looks at how user-generated content is a major force in pushing a CPD initiative to a meaningful level. The study finally considers some of the questions that one needs to think about as one sets out to design a CPD initiative using a social network.

As Information and Communication Technology evolves at an unprecedented pace, educators across the world are increasingly trying to capitalise on it and earnestly attempting to incorporate technology into how they educate or train people. The inherent social nature of Web 2.0 movement and the sudden emergence of social networking in late 1990s as a major factor in how people interact and connect with each other online have helped educators "foster interaction, collaboration and contribution" (Gunawardena , et al 2009) in learning, as they tried to figure out the use of technology in education. These highly focused attempts have also ensured that teachers assume control of their own professional development using emerging technologies and social media tools. (McCulloch, et al 2011)

Maya Menon & Sojo Varughese, The Teacher Foundation

This action research on CPD through social networking amongst Indian school teachers was initiated to explore answers to the following questions:

- How are teachers using TTF's Facebook page for their professional development and what benefits are they drawing from it?
- How are these perceived benefits contributing to the continuing professional development of teachers?

Why Facebook?

When we discuss the action research undertaken by The Teacher Foundation to explore how Facebook pages can be used for CPD amongst Indian teachers, it is very important to discuss why we chose Facebook as a platform. At present, there are very active and productive communities of educators online on social networking platforms like Ning, Twitter, Tumblr and Facebook. According to the summary of a chat organised by Education World in 2009, "Teachers...are increasingly using online social-networking tools to break the traditional isolation of the classroom. In formal programmes and casual after-school conversations, they are discussing ideas with colleagues, sharing experiences, and getting answers to questions."

Though this is the trend in many countries across the world for some time, use of social networking tools for CPD is not yet popular among teachers in India. A few random exceptions apart, Indian teachers are still in the process of moving from Orkut to Facebook when it comes to personal social networking, let alone professional development. As Facebook is now a universally ubiquitous platform and is outrunning other social networks popular in India, this Action Research aimed at understanding its use as a tool that facilitates and sustains professional networking and development among teachers. The Teacher Foundation's Facebook page aimed at providing a forum for the teaching fraternity that is accessible, works in real time and opens doors to a host of resources (such as video clips, web links, discussion threads etc), ideas and learning opportunities.

What does previous research say?

The Organization for Economic Cooperation and Development defines CPD as "activities that develop an individual's skills, knowledge, and their other characteristics as a teacher. The definition recognises that development can be provided in many ways, ranging from formal to informal." (McCulloch, et al, 2011) "Informal learning happens throughout people's lives in a highly personalised manner based on their particular needs, interests and past experiences. This type of multi-faceted learning is voluntary, self-directed, and often mediated within a social construct." (Bull, et al 2008) According to Selwyn (no date) Social Networks can be "potentially informal sites for informal learning."

'Teacher education', 'teacher training' and 'teacher development' are three terms we often use interchangeably. However, according to Darren Elliot, teacher education is any activity which is intended to help a teacher grow professionally. It includes teacher training and teacher development. Elliot looks at teacher development as 'self-initiated, process weighted and holistic.' (Elliot, 1995) Any attempt to initiate CPD of teachers, without blending it with an offline teacher training project, requires that teachers are ready and willing to look at it as an opportunity for their development.

A self-initiated effort for CPD becomes meaningful when social interactions scaffold it. For the same reason the use of social software for learning draws largely from the theory of social constructivism.

> "From Vygotsky's social constructivist perspective, the socio-cultural context influences the thinking and creation of meaning. Meaning making is a process of negotiation among the participants through dialogues or conversations. The opportunity to interact with other learners in sharing, constructing and negotiating meaning leads to knowledge construction." (Wei, Carr, Strobel, 2009)

This is why creating and strengthening a community around learners (Zaidieh, 2012) become the primary concern of an online CPD initiative using social media tools.

Forming Communities of Practice is one of the key aspects of using social networking for CPD.

> "Members often come from multiple organisations, drawn to one another for both professional and personal reasons." (Wei et al 2009) The theoretical background of most of the studies on the use of social networks in CPD was based on the Social Constructivist Theory and involved Community of Practice. (Wei et al 2009)

Flexibility, repeatability, convenience and accessibility are the important positives of using social networks in education (Zaidieh, 2012). With "educational networking" educators can participate in their professional development at their own pace and space (Hargadon, no date). It allows people to easily draw ideas from around the world (McCulloch, et al 2011).

What was the action?

During Webheads in Action -Online Convergence 2007, Stephen Downes talked about personal learning the Web 2.0 way and said, "To teach is to model and demonstrate. To learn is to practise and reflect." (Stevens, no date) We wanted to understand how modelling, demonstrating, reflecting, and practising are enhanced via social networking, on a platform like Facebook. Following is an outline of what we did to enable these processes:

- We decided on a six-month time frame, from September 2011 to February 2012, to figure out what kind of content encouraged people to reflect and practice.
- We used web applications like Google Reader[1], Tumblr[2] Paperli[3], Stumble Upon[4], Twitter[5] and ChannelCaster[6] to discover and curate content that modelled or demonstrated good teaching practice. These tools helped us discover interesting videos, images, quotations, web links and questions to enable teachers to reflect on their practices.
- Since there is an information overload on popular social networks like Facebook, we had to figure out the number of posts we had to share every day to reach the maximum possible number of people. Initially, for the first four months we shared one post per day for a number of days. During the last two months we shared two or three posts per day, sometimes within a time span of an hour and sometimes allowing a three to four hours' gap between posts.
- When a user posts something on a page, Facebook broadcasts it only to the user's friends' timeline. Other people who are not the user's friends will not be able to see it on their timeline as a post from the page. So we decided to re-post relevant content posted by users on the TTF Facebook page wall.

- We did an online survey using SurveyMonkey to understand how the members of TTF's Facebook community used the platform for their professional development.
- We also regularly reviewed how people interacted with the content posted on the Facebook page, which helped us to decide what type of content got posted.

How did our action evolve with the research?

TTF's Facebook page is a community of over 1450 members. We were a community of around 612 people before we launched the action research project in September 2011. We started the action research with the assumption that teachers will interact with content if it is relevant and has direct connection to classroom transactions. However, as we looked at how people interacted with the content we posted online, two important issues emerged, which influenced the way we managed the content on the page:

5. *The Issue of Community:* According to Vesely and Bloom, "Consistent with the traditional face-to-face classroom, online students will get out of a learning community what they put into it. If they are passive and choose not to engage in community, then the benefits they derive will be limited." (Vesely & Bloom, 2007) As the members of our page community come from varied backgrounds and different schools or organisations and as they have different priorities, it becomes increasingly challenging to help the members find a common ground to participate and network with each other.

6. *The Issue of Content:* When understanding the impact of social networks on learning, it is important to recognize the "shift from a student-centred focus to a content-centred focus." (Bull, et al 2008) However, there is a flip-side to this. Any content, however relevant and critical it is to the community of practice, does not generate the kind of response one would like. In October 2012, we realised that images with content people can relate to get the maximum response from the participants. That month, the user feedback for what we posted on the page increased to 2.47% because of an image we posted and it got more response from the members than usual. This user response was higher than the under two percent of active global users who, according to Pagelever, the Facebook management firm, actually engage with content on most pages.

The issues of community and content helped us look at CPD on the Facebook page a little differently. To create a community that is engaging and provides meaningful "socio-cultural context" that influences "thinking and creation of meaning" and to decide what kind of content gets posted on the page, the researchers had to look at how people interact with content based on the following criteria:

- *Reflection:* Are there opportunities for teachers to reflect on their own classroom practice? Do they reflect on their practice, during the discussion?
- *Peer networking:* Do members interact with peers during the discussion? What is the level of interaction?
- *Sharing of classroom practice:* Are there opportunities for members to share examples of classroom practice? Do members share their classroom practices during the discussions?
- *User generated content:* Do teachers share interesting and useful content on their own to initiate a discussion?

What did we learn?

According to Krishna Kumar, there is no room for genuine inquiry in the Indian school education system, "for it is assumed that all necessary inquiry has already been made and that the results of this inquiry have been packaged in the syllabus and textbooks." (Kumar, 1991) As this is the kind of education system in which we grew up, most teachers in India find it a little difficult to articulate their thoughts or ask questions without inhibition or fear. This trend is very evident from the way members respond to the posts on the Facebook page. While many people click the "like" button to show that they agree with what is posted on the page, only a few regular members comment on the page. Even if many people comment on a post, most of what they say is restricted to single words like "agree" "great" etc. We also found that people who often post well-articulated and thought-provoking comments on the discussion threads on the page are often the same people. 77% out of the 33 people who responded to our survey found that the posts on the page are useful. However, if one considers people participation, 68.9% click "like" button and 41.4% sometimes post a comment and only 3.4% always post a comment.

It is important to note that the attempt to create CPD opportunities for teachers on TTF's Facebook page was not directly tied to any school intervention or teacher training project undertaken by The Teacher Foundation. To a great extent the interactions on the page and any professional development that came about because of those interactions were self-initiated.

Reflection: Research indicates that Social Media is great tool for enhancing reflective practice. (Sim and Radloff 2007) We asked members how the posts on TTF's Facebook page helped them. One respondent of our online survey mentioned that posts on the page "make one think critically about several very significant issues in education". Another said, "They make me ponder, they reiterate what I believe in, they make me respond with my own perspective. They also make me read a little further on the subject that's been posted." Yet another respondent said, "It helps me review my work as a teacher and also stay in touch with the latest developments in the field of education."

These comments are suggestive of how social networks can enable reflective practice. We also learned that it is important to proactively provoke the participants to help them reflect. For example, a simple image with a quote "I like nonsense" generated a discussion on classroom practice in Indian Schools.

Peer Networking: Out of the 33 people who responded to the final survey using SurveyMonkey, only 18.5% of the users think they have developed a professional relationship with another member in the Facebook page community. Most members of the page, who comment on posts, comment directly in response to the content posted. Very rarely did we find members responding to the comment of another member on a discussion thread. Whenever that had happened, the discussion on the thread continued for a longer period of time than usual. Watching these members participate in a meaningful discussion encouraged more people to participate in the same discussion. As we observed this behaviour, we learned that there are two critical factors that initiate and sustain meaningful peer networking on a social network. One, peer networking is possible only if the members feel safe to share. Two, peer networking happens when we enable people to create smaller communities within the larger community. Communities within a

community help people develop stronger bonds, which will make them feel safe to share what they think.

Sharing of Classroom Practices: Whenever we asked the members a direct question about their classroom practice, they shared what they do in their classroom. For example, a question like "When you ask students to work in pairs, how do you deal with students who don't want to be paired with students nobody likes?" made participants talk about classroom practices. Rarely did the members share classroom practices during discussions on a topic. Once or twice members asked questions about things they do inside or outside the classroom, in connection with teaching and learning. We think that effective sharing of classroom practices can happen in a community only if the members can reflect on their practices. This process of reflection can be strengthened only if there is a supportive network of peers. Therefore, the focus of a CPD initiative on a social network must be to build in enough opportunities for the members to network.

User-generated Content: Since the learning on a Social Networking Platform is informal and its success depends on how members initiate discussions, user-generated content decides if the CPD initiative can be sustained. We had deliberate 'silent days' on the Facebook page, when the Page Administrator did not post anything on the page for a few days. We made sure that the 'silent-days' happened right after a few days of lively interactions on the page. We found that one or two members came up with their own content and tried to initiate discussions. However, there is the issue of content broadcast when it comes to member-initiated content of a Facebook page. When a member posts a thread on the page, it is broadcast only to the friends of the member who posted it. The Page Administrator has to re-post it to broadcast it to other members. Yet, we found that re-posting of the content generated by members encouraged more members to post content on the page and to participate in other discussions on the page.

So, can CPD take place on Social Networks?
Based on the insights mentioned above, we would like to examine the answers to the questions we started off with:
- How are teachers using Facebook and what benefits are they drawing from it?
- How are these perceived benefits contributing to the continued professional development of teachers?

The only way to assess learning on a social network is to look at what members say when they comment. However, one must note that out of the 1159 members of the page community at the time of survey, only 33 people responded to the survey we posted in connection with the action research. Except for a few interesting images, we do not get more than 20 likes or two comments on an average per post. Our average post feedback is 0.83%. (As earlier mentioned, according to a study by PageLever, less than two percent of Facebook Users (not just the members of a page) interact with the content on the page.) Yet the membership on the page grew five percent on an average every month after we launched the action research project. This suggests that comments or likes need not be the only measure for professional development through an informal social network community. It also implies that learning is flexible and personal.

Posts on a social network usually last for a day. However, we have examples of people liking images days after they were posted and we also have examples of people liking 20 images in one go,

months after those images were posted. In our survey we found that 30% of people always use and 46.7% sometimes use the strategies they learn when they visit the page. 22.2% always and 48.1% sometimes discuss the content on the page. Our survey also revealed that people use what they learn from the page in different contexts, depending on what is suitable for them. One participant said: "One of the discussions on reflective teaching has prompted me to write an article on the topic." Another responded: "1. I have found the articles that are sometimes posted very useful. 2. I have sometimes viewed the posted video clips with interest and shared them with colleagues. 3. I use quotes posted for presentations or workshops I conduct." Another said: "I use it in my class and share it with my friends while discussing child behavior."

We have come to learn from this study that when one designs a CPD initiative on a Social Networking Platform for teachers in India, one needs to consider some issues:

What type of content to post and how to curate content? As we mentioned in the first part of this study, we had a definite plan and tools in place for curating and selecting content for the CPD initiative. Though we had figured out early on that images generate more and links generate comparatively less interaction, we never gave up on posting links to useful content on the page. We meshed the type of content (images, videos, links, notes and questions) we posted on the page in a way that allowed both light interactions (people liking and sharing content) and heavy interaction (people commenting on the post). As we moved on, we found that some of the very productive discussions on the page happened when we posted links.

A gated or open community?
TTF's Facebook page is an open community and we have chosen the page format for the community as we wanted to keep it open. As a result, we have members from 20 different countries. The open community approach to CPD on a social network will help members to develop personal learning networks that draw from a variety of people with varied cultural backgrounds. On the other hand, the gated community approach is suitable only if your target audience is a specific group of people.

As mentioned earlier, informal CPD on a social network is self-initiated. It requires that teachers feel empowered to take the initiative. This has long-term implications for the way teachers are trained in India, and the nature of formal teacher education they participate in. It is imperative that people coming into the teaching profession experience learning in a liberating way. We believe that TTF's CPD initiative is one of the ways of making teachers feel empowered and able to take ownership of their learning. The growing membership and increase in the level of interaction on the page seem to suggest this.

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Footnote

1. Google Reader is a web-based aggregator, capable of reading Atom and RSS feeds online or offline.
2. Tumblr is a blogging platform. As a lot of educators across the world use Tumblr to curate content, it is a great source for teachers.
3. Paperli allows users to turn Twitter, Facebook and RSS feeds into online newspapers. It allows you to follow these newspapers for content.
4. StumbleUpon is a discovery engine that finds the best of the web, recommended to each unique user. It allows its users to discover and rate web pages, photos, and videos.
5. Twitter is a micro-blogging platform. Twitter List is a great tool to discover content. Twitter List allows users to categorise other users based on the type of content they tweet.
6. ChannelCaster is an android news reader application that allows users to keep track of keywords and themes.

8. Nivedita Vijay Bedadur

A Design-Based Study on Using M learning for CPD

Abstract

In this paper I describe a design-based research study using M learning for the Continuing Professional Development (CPD) of state board English language teachers from Karnataka. The objective of the study was to create networks of autonomous learners who begin to work towards their professional development through M learning. I discuss why I used a design-based research methodology and also outline the changes in the design through successive phases. Design-based research offered the platform to change the design of the intervention according to the needs of the participants. The experiment went through three phases which began with using SMS for English language learning. In the next phase small networks were formed and teachers began to experiment with pedagogy. Phase III of the study describes teachers' plans for co-creation of initiatives for professional development.

Introduction

This study engages with the question of how mobile-phone-based learning (M learning) can be used to learn English where the context does not provide opportunities of engagement with the language. Mobile phones are a popular medium of communication and language is primarily communication and engagement. Originally this study was initiated to understand the process of using mobile phones as a viable alternative tool/ process for learning English as a second language for teachers who have no source of exposure to English. This study was conducted with thirty State Board school teachers from remote and rural areas in the Surpur region of Karnataka. The original objective of the experiment was to study if M learning could trigger the process of active engagement with language, since improvement of English was seen as an important professional development goal by many teachers. Later as I discovered that the original design of the study would not work in the given circumstances, it underwent several changes. The objective of the study became broader and included the exploration of various process which could lead to an active engagement with language.

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What is M learning?

M learning concerns the acquisition of knowledge through a mobile device (Sandberg et al, 2011) like cell phones, cameras, recorders. The benefits of M learning in language education have been widely documented (Kiernan and Aizawa, 2004). M learning has been extensively trialed in distance education. Some of its characteristics are that it is spontaneous, context-specific, situated, informal, bite sized and lightweight (Traxler, 2005).

For the purpose of this study, I define M learning as a pedagogy which can use any mobile phone device. The device can be one which is easily carried, spontaneously used, informal, and carrying a relatively small amount of information/ content. M learning happens when practices are shared through the use of these devices leading to learning of the language and creating a network of learners.
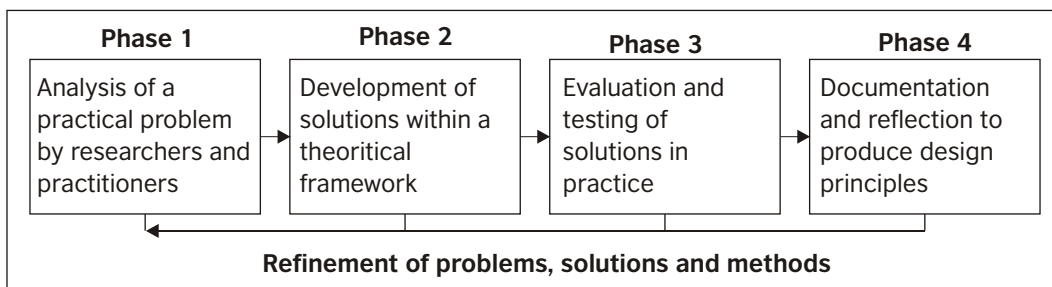
The M learning tools used by the participants in this study are mobile phones – using SMS as pedagogy, mobile phone cameras and digital cameras, backed up by conventional resources including posters, story cards and textual material.

What is a design-based approach?

In 2003 a group of researchers from different institutions in the United States and Israel, identified as the Design-based Research Collective, formulated a set of guidelines that has been broadly used to inform research of this type. It has the dual goal of finding a workable design for learning and of creating proto-theories of learning. In design-based research the design of the research itself undergoes a change. The researcher then documents why the design of research underwent a change and her learning from it. based research has its focus on real world problems, and the overall goal of improving learning (Herington, Herington and Mantei, 2009).

Design-based research allows the researcher freedom to work in an environment which is authentic because it does not control any variables, which collects data from many different sources, to see how a pedagogy or concept actually pans out in the classroom environment/ the participants' environment. Thus it provides the platform for bridging the gap between theory and practice.

Design-based research consists of four connected phases: analysis, development of solutions, iterative cycles of testing and refining solutions and reflection and production of design principles (Reeves, 2006).

Phase 1	**Phase 2**	**Phase 3**	**Phase 4**
Analysis of a practical problem by researchers and practitioners	Development of solutions within a theoritical framework	Evaluation and testing of solutions in practice	Documentation and reflection to produce design principles

Refinement of problems, solutions and methods

Design-Based Research (Reeves, 2000, p. 25)

In this study I describe the first three phases of the research and a plan for Phase 4. The first phase of this study is the creation of an ideal design plan as a response to a problem. It also describes the first pilot in controlled circumstances. The second phase describes the second pilot which was conducted with the group of participants in their area. The problems thrown up during this pilot are discussed. The solutions lead us to Phase 3 in which the participants become collaborators in the programme. Phase 4 is discussed in terms of the plans in change of design.

Between 2000 and 2008 a number of design-based research experiments were undertaken to explore the opportunities offered by M learning, including a study focussed on an on-line community of learners of Italian carried out by Pais Marden, Herrington and Herrington in 2007

Background of the participants in the study
The participants – and later co-collaborators of the study were a group of 30 teachers from State Board Schools in the blocks of Kembhavi, Narayanpur and Surpur from Yadgir district in Karnataka. These are some of the most disadvantaged areas as far as education is concerned. The blocks are in a rural, agricultural belt of Yadgir and the children of the schools and many of the teachers are first generation learners. The main occupations in the belt are in agriculture, labour and small business. The qualifications of the teachers are from higher secondary to postgraduate with a diploma or degree in education. In many cases these degrees have been acquired through correspondence or distance courses and most teachers have not cultivated a reading or writing habit. The general understanding about pedagogy is to teach from the textbook using rote learning methodology. It is with a selected batch of thirty teachers from this area who showed exceptional interest in teaching and learning English that we decided to begin our work.

The experiment

Phase I
I had been working with thirty selected teachers for six months before this study began. We had met for two workshops each of five days' duration, focussing on building the language proficiency of participants. The workshops were found largely effective. But the wider objective of setting the participants on the path of forming learning networks and getting them interested in their own professional growth was far from being achieved. They did not seem to take their learning back with them to the schools nor did they undertake anything to enhance their own proficiency. This was possibly because of the environment, which did not provide any need or opportunity to use English. These remote and rural schools had almost no functional support except for the work the Azim Premji Foundation and other NGOs were doing in the area. The environment was also not supportive or inspiring – not even newspapers, advertisements, or banners available in English or in Kannada (the state language). Though there was a need for the teachers to connect with each other in order to support each other's learning and development, there was no easy way for them to do this. But I believed that mobile phones could be used to create communities of learners even in this input-starved environment. I tested the concept through a (first) pilot project conducted with ten teachers at two schools for children of migrant labourers run by the Azim Premji Foundation in Bangalore. I designed the pedagogy of the first pilot project on the structural approach to language teaching. An error analysis of the teachers' written responses led to the identification of problem structures. Context based exercises were designed to elicit the structures. I gave feedback on a daily basis to the teachers leading to rapport-building and a

change in attitude. The confidence of the teachers improved, they became proactive and benefited from the programme. But towards the end of the first month the engagement levels of the participants began to fluctuate.

Reflections

I reflected on the design of the project. The question was how to keep the teachers' engagement intact. If the engagement was not high when the participants were in the same town and met each other every day in school, it would be even more difficult to sustain it when distance and problems of connectivity increased. I then decided to change the design of the study.

Phase II

The pedagogical design of the study was changed from error correction to input-based intervention. The pedagogy became more inductive. In the first pilot the SMS-based learning material was based on an observation of errors made by the participants. I had observed and analysed the errors made by participants and created small lessons to help the participants to locate and correct the errors. These lessons involved them in filling blanks with correct verb forms, for example.

In the second pilot, the materials for SMS content were meaning-based and communicative. The texts were based on everyday incidents with one challenging word embedded in it. The participants' task was to infer the meaning of the word from the context.

Below is a sample of the content that was used in the second pilot (Phase II of SMS based M learning)

ENERGY DRINKS

There is a wide variety of energy drinks available in the market nowadays. These artificial drinks increase the heart beat to make you feel active. Instead natural energy boosters like chilled watermelon juice, nimbu pani, lassi are a good alternative and they have no artificial additions. Moreover they are cheaper and can be easily made at home.

Choose the correct meaning for the word given:

a) artificial – man made/ artistic/ natural/ indigenous

b) increase – expand/ grow/ develop/ all the three.

c) alternative – choice/ decision/ debate/ benefit

d) active – full of energy/ plans/ cheer/ ideas

e) available – permissible/ desirable/ purchasable/ capable

In the next workshop with the group of teachers from Yadgir, I tried to find out if the participants' mobile phones would support the internet or other applications so that the content of my messages could be downloaded. But most participants had basic mobile phones with limited services, and there were no ways of downloading content if it was put up on a website. This led to a further trial on SMS based intervention which was conducted with the group of teachers from State Board Schools. An SMS was sent every day to 10 randomly selected participants. The objective of this trial was also to test whether networking among teachers could be promoted by encouraging each teacher to share the content with other teachers. The level of engagement would be tested

through the number and quality of the SMS replies that the participants sent to me. The project was run for one month. Out of the ten participants only four responded regularly. Participants did not pass on the messages to their friends in order to create a network of learners. The trial had failed to create engagement and to create a network of learners.

Sample messages and replies

Message anchor: Komala saw the 'to let' sign and entered the building. She knocked on the door. She wanted to find out ...

Message participant 1: Register.

Message anchor 1: Register what?

Message anchor 1: What is the meaning of 'to let'?

Message participant 1: To give a room on rent.

Message participant 2: She went to ask for a room on rent.

Message participant 3: Reached safely.

Message anchor: That's a good answer but not the correct one.

Reflections

I realised that the intervention was not successful perhaps because it needed more initiative from the participants. Moreover I surmised that there could be practical issues with using SMS. Did the participants have the time to check their mobile phones for their daily SMS? Did the participants know how to reply and did they have the time, did it interest them to reply? I then decided to visit the four teacher learning centres in the area, run by the Azim Premji Foundation, where teachers gathered in the evenings to exchange news and views, borrow teaching and learning material, watch television and share classroom practices. I met the participants and their colleagues informally, and talked to them about engaging with the language using mobile phones. These visits were paced out over two months and I visited every teacher learning centre twice. I also visited the schools and observed some lessons over these two visits. I had long conversations with teachers who were/ were not participating in the SMS programme. I discussed the concerns of the teachers about their learning practices and professional growth. The participants and other teachers shared their concerns with me. Some of the concerns were that women did not have time to check their mobile phones; they were too busy with household work. Using mobile phones for learning was a new concept. Participants only knew how to read an SMS. There was little motivation or know-how to send an SMS in response to the messages received.

Transcript of an interview with a teacher

Me: Do you have a list of books which you are reading?

Tr: No list madam. Just I pick up some books (from where ever I can)... I also belong to this village. This is my own place. (I am a first generation learner)

Me: What are your ambitions?

Tr: I want to become a good teacher.

Me: How will you do that?

Tr: I am getting RIE training.

Me: From your side what are you doing? Training is from outside.

Tr: I am trying for extra training.

Me: But you can also do something. You can tape and share your classrooms with other people. You can conduct small workshops. You can talk to other people about your experiments.

Tr: I will participate in all the trainings even if they don't call me.

Me: You are very good. You have done a very good job with these small children. Most of them can follow English… You have a mobile; you have a camera in it. Why don't you use that? You can download a dictionary on your mobile. If you download a dictionary the pronunciation is taken care of. You can check the pronunciation of any word. For example they were saying deer. The pronunciation is /di*d* /. The pronunciation of 'my dear' is also /di*d*/

Tr: In RIE I posted a letter for the tapes (but I have not received them)

Me: You can do it free of cost through a mobile phone. Training is a one time activity. If you have a mobile with you it is forever! British Council has some lessons on mobile phones. You can download them. You can use these things for self development. You have now started reading. You can plan for next year.

Phase III
In this phase, I urged the participants to become collaborators in the programme.

During the visits to the Teacher Learning Centres I came across a big demand for the SMS programme to be continued. At this point I changed the design of the experiment and asked teachers to take ownership of the programme. One of the teachers volunteered and ran the SMS programme for one month. This led to an active SMS users' group. They keep sending SMSs to each other, playing with a variety of learning materials on the mobile. The participants are planning various new activities to enhance their abilities – creating a CD of nursery rhymes, sharing videos of classroom practices with each other, recording the presentations that they give in teacher learning centres on mobile phones or cameras. They have taken up the reins of their own professional development instead of depending on external intervention. They are also a growing group of learners continuously in touch with each other.

Reflections
Here is a table which sums up my findings of how the teachers became collaborators in their own learning and formed sharing networks for their own professional growth through the M learning tools and activities suited to the context.

Phase IV
The mobile learning project is now being designed in a different way. I am creating a database of text related vocabulary inputs which will be directly useful in the class room. This database will be stored on a website. The participants will access this website through a simple SMS whenever they

M learning tool	Purpose for which teachers used the tool	Activities	How did it support learning?	How did it support creation of learning networks	Ease and Frequency of use
Mobile phone – SMS	For sending content for vocabulary development	A message was sent every day by one of the teachers to other teachers	They learnt new vocabulary in context	They learnt together and exchanged news and views regarding their learning	Needs time to explore and creates interest but does not sustain engagement
Mobile phone –camera	For recording class room practices	Small workshops were conducted by teachers for other teachers	They learned by teaching and learned by preparing to teach their friends	They understood their own and each others' strengths and weaknesses	Frequently used spontaneously but poor picture and audio quality so reuse is difficult
Digital video recorder and camera	For recording class room practices	The teachers shared class room practices	They discussed various class room practices	They prepared themselves to become leaders of their group	Highest use but not spontaneous – planned use, sustained sharing
Print material – posters containing stories, poems. Cards containing stories	They tried out various ways of using the posters in the class room. They conducted workshops using the material	The teachers video- taped processes in the class room. They conducted workshops for their friends using the materials	They shared the videos with other teachers – discussing relevance, pedagogy, they used it as learning material	They became a community of users – and experimented with different ways of using	Highest use – sustained use and sharing done
Text book – used as a resource	Teachers created skits based on the texts	Students did the skits using props – this was recorded	This experiment was shared in the forum meeting	Teachers started thinking of different ways of conducting experiments	Spontaneous use by one teacher leading to another spontaneous use

need reference. Thus the participants will exercise their own choice to learn. The present experiments of video footage of class room practices and creating digital material will continue. The participants have now become collaborators in their own professional development. Many of the participants are interested in collaborating with me to design the next content based workshop for their professional development. They are now meeting together regularly as a community to reflect on their classroom practices and share their best practices.

Reflections and Conclusions

From the point of view of a city dweller, the mobile phone, camera and i-pod are the cheapest and most available devices with potential for learning. But in the rural areas in India the environment of the participants brought out many problems with the use of these M learning tools. The idea that any mobile device can be used for learning is still nascent and much more awareness needs to be created before any intervention with M learning can be successful. The pedagogical design of a professional development plan has to be collaborative to succeed. Moreover it has to be an initiative driven by the participants. The participants need to have the freedom to drive their own professional development plan when they choose to do so. If learning has to happen in an

autonomous manner and our aim is to create learning communities for continuous professional development, it is the community which decides its own pace and design for learning.

The changes that the participants brought about in the design of the study and which helped to achieve its objectives demonstrate that:

- the continuous professional development of adult learners in language learning becomes participant owned and autonomous if the design is inclusive and open ended
- adults like to explore various avenues of non-structured learning alongside synchronous and structured methods
- there are many individual differences in learning and not all learners are attracted to technology. New technologies do not automatically attract adult learners, and many do not have the habit of playing with new devices or ideas. Old habits of learning are practised even if they do not provide sources of engagement with the language.
- My M learning experiments using SMS were not successful in engaging the participants directly, but they did make the participants aware of the various tools and avenues of learning available to them. This has led me to rethink the notion of M learning in a rural context in India. The pedagogical practices experimented by the learners have also opened up avenues of professional growth amongst the group as well as possibilities of co-designing between educator and educated.

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9. Kirti Kapur

The Role of Mentoring in Developing Reflective Practices for CPD

Abstract

Mentoring is increasingly being recognised as a valuable tool for Continuing Professional Development (CPD) by teacher educators and trainers. The process facilitates both personal and professional growth since the mentor plays the role of a 'critical friend' who advises, collaborates and provides feedback on practical aspects of the teaching-learning process besides assisting the mentees in identifying personal goals and aligning them with professional ones. This paper discusses the relevance of mentoring for teachers of English language through a qualitative study. The study was conducted in three phases which involved focus group discussions, in-depth interviews and journal keeping. Respondents were introduced to the practice of reflective writing and face-to-face mentorship sessions were carried out over a period of four months. The study confirmed the absence of information sharing practices and also highlighted the relevance of mentoring as a collaborative process for information and experience sharing. Respondents recorded the positive impact of the mentoring process in their classroom situations as well as on their own skills and knowledge. Mentoring, however, has its own set of challenges such as lack of awareness about CPD among teachers, time constraints for both mentors and mentees, and motivation of the individuals involved. A possible solution could be the adoption of mentoring as a process at policy and institutional levels.

Introduction

> *"Who dares to teach must never cease to learn"*
> (John Cotton Dana as quoted by a respondent in a journal entry)

Continuing Professional Development (CPD) is a broad term which applies to all teaching professionals irrespective of their age or seniority. It "...is a process by which individuals take control of their own learning and development, by engaging in an on-going process of reflection and action. This process is empowering and exciting and can stimulate people to achieve their aspirations and move towards their dreams." (Megginson & Whitaker 2004:1)

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CPD comprises a diverse range of practices enabling individuals to develop their skills, share their experiences and bring up to date their knowledge of innovations in their field. This may happen through attending seminars or conferences, teacher exchange programmes, in-service training events, etc. CPD also entails providing or creating space and scope for individual evaluation of approaches, experiences and interactions. This may be in the form of reflective diary entries, teacher forums and blogs, mentoring programmes etc.

The opportunity to receive and share appropriate career advice can prove to be invaluable for practitioners. In fact, mentoring can be a source for positive change and enhancement. Concerns, challenges and opportunities can be examined from different angles thereby leading to both professional and personal growth.

Mentoring and CPD

Mentoring as a means of engagement and professional development has vast applications and is not restricted to any field or discipline. The online forum MentorSET, which facilitates mentoring in the fields of applied science and mathematics, refers to a definition by Eric Parsloe from the Oxford School of Coaching & Mentoring - "Mentoring is to support and encourage people to manage their own learning in order that they may maximise their potential, develop their skills, improve their performance and become the person they want to be." (MentorSET 2008:2)

The same is applicable to the field of English Language Teaching. Skills enhancement of English Language teachers can be wide ranging, such as:
  i. "ability in planning, implementing and evaluating appropriate learning experiences for their pupils
  ii. ability in using and where necessary adapting ELT textbooks commonly in use in schools
  iii. ability in evaluating and reflecting on their own teaching
  iv. ability in modifying their teaching strategies in the light of self-evaluation and peer evaluation
  v. ability in dealing with the most common role relationships, conflicts, negotiations, counselling, needs, etc. encountered in the world of school" (Veliz Campos 2007: 218)

Mentoring is increasingly being recognised as an extremely beneficial career development tool. Bozeman and Feeney (2007: 719) define it as "a process for the informal transmission of knowledge, social capital, and the psychosocial support perceived by the recipient as relevant to work, career, or professional development; mentoring entails informal communication, usually face-to-face and during a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor) and a person who is perceived to have less (the protégé)."

While the authors provide a competent definition of mentoring, they do not take into account the scope for institutional or formal mentoring as well as its inclusion in policy and planning.

Mentor-mentee dynamics

The literature on mentoring is replete with references to characters from epics and poems. Most referred to is the character of Mentor – loyal friend of Odysseus from Homer's *'Odyssey'*. In charge of raising and educating his son Telemachus, his most significant contribution was teaching him to learn from his mistakes. Inspired by Mentor's character, Anderson and Shannon have identified the

characteristics of mentoring as 'intentional, nurturing, insightful, and supportive' (Anderson & Shannon 1988:39)

In the Indian context, the Krishna-Arjuna relationship from the epic *Mahabharata* has popular resonance. Krishna, the archetypal mentor, helps Arjuna resolve his dilemmas. The protégé achieves victory in battle with his mentor acting as 'friend, philosopher and guide'. Mentoring in the context of English Language Teaching is not dissimilar in that teachers benefit from the personal interest of a skilled 'other' in their professional growth. Great benefit can be derived from career support, role modelling and encouragement.

The goals of Mentoring need to be viewed broadly, in tune with what the National Curriculum Framework 2005 states:

> "Teacher education must enable … [teachers to] identify their own personal expectations, perceptions of self, capacities and inclinations; consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts; view appraisal as a continuous educative process." (NCF 2005: 108)

Approaches to mentoring

There is no single method of going about mentoring. Most scholars and researchers agree that mentoring cannot be defined absolutely. This is because mentor-mentee associations depend on various factors such as institutional culture, access, time and context. However, the process of mentoring does entail some common approaches such as encouraging mentees to articulate their expectations and goals, to identify constraints and barriers to innovation, to prioritise and analyse with the aim of improvement.

A mentor can take on the roles of teacher, friend, counsellor, motivator, role model, advisor or facilitator. First of all she/he must understand the needs of the mentee and then facilitate analysis, reflection, capacity building and qualitative enhancement of the teaching-learning process. Generally, it is assumed that a mentor is a person who is a senior in the organisation/field and has more experience. While this may be true in many cases, there is also scope for mentoring among colleagues where the mentor plays the role of a 'critical friend'. In the mentoring process "the mentor and mentee [must] work together to reach specific goals and to provide each other with sufficient feedback to ensure that the goals are reached. In this manner, the mentoring process opens a passageway to knowledge and skill acquisition by the sharing of ideas and information. Over time, the process can lead to successful growth and development for both the mentor and mentee." (Witter-Merithew 2001:1)

Herein, the question that needs to be addressed is why do teachers, including English language teachers, need mentors? In this regard a quote by Goodlad is pertinent, "Is it realistic to expect teachers to teach enthusiastically hour after hour, day after day, sensitively diagnosing and remedying learning difficulties?" (Goodlad 2004:194)

The responsibilities and demands on teaching professionals are immense. These may be both academic and administrative. This is where mentors can play a crucial role in helping teachers negotiate challenges, become effective decision makers and strengthen their knowledge base.

However, mentoring also comes with its fair share of challenges such as time management,

rapport building, delivering critical reviews and understanding the challenges and context of the mentee teachers. The Oregon Health and Science University forum on mentoring states, "Providing too much help can stall a mentee's movement toward independence and encourage dependence… too little help could leave the mentee to flounder and, again, inhibit progress toward independence. Workloads can become burdensome…and a mismatch may result from conflicting personalities…differences in work ethic" etc. (Oregon Health and Science University 2011:6)

In order to be effective, mentoring necessarily has to transcend hierarchy so that it becomes a reciprocal and collaborative effort wherein the mentor also benefits from the insights and discussions with her/his mentee. This characteristic also distinguishes mentoring from coaching.

Scope of the study
In order to evaluate the impact of mentoring on teachers' professional growth a three-phase study was undertaken. Its central hypothesis was that in the Indian context where differences in school types and grades provide comparatively fewer opportunities to collaborate, the introduction of mentoring as a collaborative process for knowledge sharing and critical insight would have a positive impact on the respondents who are practising teachers.

The objectives of the study were to:

- introduce respondents to the concept and benefits of CPD
- evaluate the role of mentoring in encouraging reflective practice
- find out if mentoring can contribute positively to continuous/lifelong learning
- ascertain effective techniques for mentoring English Language teachers
- identify networks and spaces for collaboration and facilitating mentoring

For the purpose of the study, a mentor was defined as one who "possesses the expertise, commitment, and time to provide assistance" (Janas 1996:2) such as a teacher-educator or teacher trainer. The involvement of the mentor is necessarily time and input intensive as opposed to one-time or infrequent interactions.

In the course of the study, mentoring was conceived and practised as a process of collaboration, co-operation and feedback for the purpose of professional development. The mentees were teachers of English Language at the school level (from the primary and upper primary levels) who had not been part of any mentoring programme prior to the study. The researcher took on the role of mentor on the basis of her experience as a teacher educator and in the pedagogy of English Language Teaching at school level. During the course of the study, one of the mentees assumed the role of a mentor for her colleagues and peers.

Sample selection and voluntarism
Keeping in mind the diversity of teaching situations in India, case studies of respondents from four government and private schools in the National Capital Region were undertaken. In order to determine the final sample a multi-stage process was adopted. In the first phase forty-one English language teachers and two institutional heads were oriented to the scope and purpose of the study. The profile of the participants was deliberately kept varied in terms of age, qualification and experience so as to record a range of experiences and perceptions about CPD.

Thereafter, in the next stage, a sample comprising 15 volunteer teachers was selected. Voluntarism was a key criterion for selection since it is "a basic competency on the part of the mentor and mentee...and helps in maintaining relationship quality". (Scouting 2011: 8) Motivation to participate in mentoring programmes contributes positively to mentee involvement and openness to feedback.

Methodology

A qualitative framework was adopted in the study so as to facilitate in-depth interactions and interpretive analyses. As discussed above, the study was multi-stage and comprised a mixed method approach. The study was conducted over a period of four months.

In the first stage *focus group discussions* (FGDs) were held with groups of 10-12 teachers and/or institutional heads. The purpose was to highlight the relevance of CPD and to determine a baseline of existing knowledge and participation in CPD-related programmes. Mentoring was also introduced as an integral component of CPD. As a follow up to the FGDs the participants were contacted for confirmation of participation in the next stage.

In the second stage, those who volunteered to participate in the study were interviewed at length. The *in-depth interview* (IDI) method enabled identification of goals, expectations and the framework of the mentoring programme.

In the third stage, *journal writing* was adopted. Journal writing is widely accepted as encouraging personal thought and development not least because "... [it] in particular, helps make sense of experience." (Herndon & Fauske 1996: 27)

In this study too, the journals functioned as records of self-reflection and goal setting. The entries were integral to the mentorship programme as discussions, review and action points were developed around them.

Stage I: Findings and directions

The FGD conducted as part of the first stage of the study confirmed the demand for opportunities to enhance existing knowledge about classroom practices, approaches to pedagogy and subject matter. Even though the participants were unfamiliar with the term Continuing Professional Development, they articulated the need for intervention and forums for peer-to-peer and expert-novice interaction. The majority of the respondents had been previously exposed to in-service training programmes and had found them largely effective. However, they felt restricted by their demanding work schedules.

Prior to the FGD, institution heads as well as teachers associated professional development only with bi-annual in-service training programmes. On being oriented to the concept of CPD, the groups identified the following strategies to facilitate it:

- Workshops with a focus on innovative activities
- Orientation programmes, seminars, conferences etc
- An updated and good library
- A bibliography of websites/online resources

- Intra/Inter-city/International exchange programmes to audit and learn
- Sharing ideas with peers' (FGD notes 2011)

It became apparent during the FGD that there was a stark absence of collaborative practices even among peers within an institution. Responsiveness towards CPD was also found to vary inversely with age and experience. Younger participants were more open to the idea of collaborative and critical practices.

A positive discovery was the enthusiastic and open-minded approach of institution heads/administrators to the practice of CPD. They supported the requirement for a structured dialogue of participating teachers with peers and experts in the field.

In the field of English Language Teaching, it was especially felt that mentoring can provide a necessary fillip to teachers' skills set and pedagogical know-how since most are not specifically trained in English Language Teaching, especially at the primary level. Another common challenge expressed across FGDs was that of managing lesson plans and Continuous and Comprehensive Evaluation (CCE). Besides these, planning for mixed ability classes, identifying and implementing classroom-appropriate innovations and working on one's own proficiency were also aspects that emerged as possible points for action during the mentorship phase of the study.

Stage II: Roadmaps
With backing from institutional heads, in-depth interviews with the respondents were then held. The interview schedule included the following questions:
- Are you ELT trained? If not, what sources do you refer to?
- How do you update yourself?
- Do you develop or design activities besides the ones in the textbooks?
- What difficulties do you face while teaching English?
- How do you address these?
- Do you discuss approaches to classroom situations with any peers/seniors?
- Are you aware of the concepts 'grammar in context' and 'vocabulary in context'?
- Have you participated in any refresher or orientation programmes?
- How did you benefit from them?
- Are you able to allocate any time to analyse your day in the classroom?
- What do your seniors and institution heads expect from you?
- What do you think are the expectations of your learners?
- Is it possible to hold dialogues/brainstorming sessions with colleagues on enhancing teaching skills?
- What do you think are the possible positives and negatives of the same?
- What benefits do you expect from the mentorship study that you are participating in?
- What are your expectations from a mentor?
- Have you ever kept a diary or journal? Will you be able to maintain one?

Based on the above interaction and interview notes the following broad goals were set for the mentor and the mentees:

- To discuss and plan activities that would facilitate greater learner participation and integration of the four skills.
- To record a journal entry after every unit/lesson/once a week reflecting on the transaction of the lesson (what worked, what did not, did you discuss this with a peer? etc.).
- To note any/all instances of discussions with colleagues/seniors on the teaching-learning process including setting, duration and key points. To reflect on whether it was beneficial or not.
- To evaluate the usefulness and impact of any in-service training courses that you have attended during the period under review.
- To note/underline the sections/points you would like to discuss with the mentor and access more information or opinions.
- To allocate two days in a month for face-to-face interaction with the mentor.

It was also observed that participating teachers had distinct goals – personal and institutional – in mind. The personal goals articulated by teachers were getting promotions, ensuring that students perform well in exams, acquiring higher qualifications and updating their skills. Institutional goals mainly related to skilful classroom management and enhanced performance by students. There was also the challenge to balance professional demands like critical reflection with 'demanding and repetitive administrative tasks like maintaining multiple registers, physical entry of records in duplicate, etc'. (IDI notes 2011) Time-management was therefore, one of the biggest challenges before the respondents.

Respondents also felt an acute lack of guidance and experience-sharing by senior colleagues. They were also not very confident of getting logistical support for inter-institutional collaboration and felt that professional growth was more an outcome of 'personal motivation and perseverance'. (IDI notes 2001) They felt that CPD was considered an 'additional burden' owing to skewed student-teacher ratios and that appreciation of the process was limited due to lack of proper understanding about what the process entailed.

Interestingly, the traits indentified by the respondents are also those associated with ideal mentees as discussed in the section above *(Mentor-mentee dynamics)*. The differences in teaching levels did not affect their 'eagerness to learn and positive attitude'.

Some felt that their own skills in the language were limited and wanted to record their entries in Hindi – 'My grammar is weak... Can I write in Hindi?'(IDI notes 2011) These teachers were encouraged to write in English with the assurance that they would not be censured or judged if they used Hindi phrases occasionally. This policy was adopted across the board so that the respondents could themselves develop confidence in expression as well as enhance their own skills.

To facilitate the process, respondents were given a diary and stationery. Initially, most respondents were of the opinion that journal keeping for the study meant development of lesson plans. They were then introduced to the concepts of critical reflection and analysis as integral practices for continual professional development.

Stage III: Recording, reflecting and mentoring

In the initial phase, majority of the journal entries were found to be sketchy and hastily written. The entries functioned as records of weekly activities but did not contain any critical writing i.e. critique or analysis. They were flat records of a daily routine. The respondents also struggled with allotting adequate time for reflective writing and reasons cited were 'busy school routines' and 'syllabus completion deadlines' (Mentoring notes 2012).

Since time management was identified as a critical variable that needed to be controlled, schedules were examined and windows for record keeping were identified by the mentor in consultation with the mentee. Respondents were also shown sample excerpts of critical journals and encouraged to analyse their teaching-learning practices with the mentor.

Subsequently some basic templates were developed in consultation with the mentees so that they could organise their thoughts better and save time.

Once the respondents adopted this process they were given various prompts in the face-to-face mentoring sessions like:

- Compare your first journal entry with latest one.
- Which aspect do you find most difficult to write about?
- Which discussion point from the mentoring sessions have you incorporated in practice?
- What else can the mentor do to help you resolve any difficulties in the teaching-learning context?
- Can you identify a point in the journal where you felt your analysis was lacking? Revisit and revise.
- Have you shared your story of participation in the study with others in your school?
- What was the response?
- Do you feel you have achieved some/any goals that were set when you started journal keeping? etc.

The mentoring sessions were informal and conversational so as to encourage the mentees to share their perspectives and to the boost their confidence. When a participant seemed lost for words or inhibited, the mentor reminded her/him that the objective was always to support them as teachers. While email and telephone based interactions continued, the face-to-face sessions enabled the mentor to identify and address specific/individual issues. The individualised interactions also provided the mentor with greater insights into the challenges of English teaching.

Over the course of mentoring, the diary entries grew more analytical and diverse in nature. The tone of the entries also grew more positive. A respondent whose initial entry read – "At times it is just impossible to go to your class and teach them like a professional..." (Journal entry 2012), was able to identify and address the expectations of her learners as well as achieve her goals of teaching them skills of writing, critical thinking and creativity. A later entry reads:

> "When I began teaching them how to make display ads, the class was so boring. As a teacher I had to tell them...the technique and of course the marking scheme. But I had observed that they loved to work with colours. I gave them a blank sheet and the class

came to life....it was noisy but the end result was fabulous...I am sure it would not have worked as a homework. I need to devise more such activities to keep them involved."

In the face to face mentoring session, the teacher expressed interest in accessing more activities and brainstormed with the mentor on other creative strategies. She was also able to record learner feedback more concretely and use it to read more and innovate.

Other observations were oriented towards pedagogy/ approaches to teaching itself, "Why is it that some students happen to like the most difficult subjects when the teacher is kind?" and "Simply reading a chapter in the class and explaining the meaning of every word is surely not the right away to teach students."

Entries also referred to discussions with the mentor and how the action points enabled them to look beyond the obvious –"I was reminded of [the mentor]...I must do something different today. Revision would be boring... I asked my class to create a question bank on the chapters we had covered in this term...to my surprise, most of them had written a few questions. I conducted a quiz...fantastic result."

Some respondents also went beyond the template provisions and analysed classroom interactions including student behaviour. "...he is short tempered; there is no point in screaming, scolding or snubbing him. I said ... you are such a decent child, your work in the notebook is excellent (which is true!), you are grown up but do you think arguing will earn you respect? He was genuinely apologetic."

A respondent also reflected on an input from the face-to-face mentoring session and incorporated it in her lesson. In collaboration with a teacher from another subject area, she "asked the students to match name tags with the drawings of different landscapes. The students had learned about these in the other teacher's class the day before."

Respondents were not only able to identify their strengths but also their weaknesses – "motivating my children to speak in English is my biggest challenge." "I cannot handle the noise. Only some of the students are benefitting from the activities."

At the individual level, respondents felt that "some communication barriers have been broken between colleagues, with students and even at home. One goes through a series of emotions but we learn how to communicate by listening first and then questioning". Others were also able to critically map activities and their components to the skills they developed, thereby leading to "develop love for the language and respect for the subject."

However, not all the experiences recorded were positive. Respondents expressed frustration at the lethargy and lack of support from peers. "I fail to understand why teachers are so reluctant to attend any workshop. There is constant cribbing. They consider it a waste of time." Yet, some were resilient and noted, "I plan to share my own experience...workshops can be an eye-opener." This is a clear indicator of the fact that inadequate knowledge about the diverse methods and strategies of CPD creates resistance among the target group itself. Building a peer- to-peer model of mentoring will need to face the challenge of motivation and attitude. Also, since mentoring is not

traditionally associated with in-service teacher education there is bound to be resistance from late adopters.

One respondent consistently highlighted the need for introspection at the institutional level. She recorded – "Today there was a heated debate in the staff room about the clerical duties assigned to us. Is *quality education* even possible in an hour?" At a later date she writes – "It is biting cold and we've been directed to attend a seminar in the middle of the winter break…Will attending it really make a difference to the transactions in class?"

Another respondent is critical of the format and content of CPD seminars – "…long lectures apart, there is nothing. Why can't we be given illustrations and activities?" Based on these entries the mentor motivated respondents to participate in sessions and elicit responses to their needs and queries. They were also encouraged to provide constructive feedback as well as increase self-study.

As part of critical evaluation, respondents were also encouraged to identify limiting terms such as 'slow learners', 'good children', 'instructions' etc in their writing and to discuss the rationale behind their replacement. They were also persuaded to identify and involve peers who could function as their critical friends and vice-versa once the study ends. In some cases, the process proved to be beneficial, "I sat through her class and was amazed at how well the students responded to role plays. I discussed some ideas with her over lunch and tried it in my class. The students participated very enthusiastically."

Critical summary
Mentoring is a time – and emotion-intensive task. In the case studies discussed above, it was the motivation and the constructive approach of the respondents that enabled the study to sustain itself. In fact, respondents were fairly open-minded about incorporating suggestions or rethinking their lesson plans based on new knowledge/ inputs. By participating in the mentoring programme, they were able to create an information resource/bibliography for future reference and distribution. Respondents were also able to clearly articulate their goals as teachers and their expectations of the institutions they are part of.

While there is positive correlation between mentoring and professional development in terms of proficiency and information levels, teachers respond most enthusiastically when they are able to observe positive changes in their learners. It is perhaps a result of this that activity analysis and development was undertaken most enthusiastically by the participants. One could even propose that mentoring can help teachers improve their interaction with their learners and consequently the teaching-learning environment. As Rod Bolitho notes, "…Observation and supervision with a developmental perspective and with the teacher feeling secure and unthreatened is always likely to be the best way forward within a wider framework of CPD." (Bolitho 2011: 34)

In fact, CPD can be effective only if the unique learning environment of a school and its learner profile is closely studied and inputs are developed accordingly. Since language skills are essential for confident expression, interaction in a language classroom needs to be negotiated and managed sensitively. Teachers need support in identifying and addressing the needs of the learners. These needs may not only be skill based but may also include emotional well-being,

confidence and participation. Further, language is a cross-curricular issue and language skills are therefore at the heart of all teaching.

However, not everyone was able to share their experiences and ideas with colleagues and seniors due to apathy and perceived lack of incentive. There were logistical challenges in collaborating with teachers from other institutions as well – hectic schedules, lack of space, materials and absence of institutional direction. Keeping all this in mind, the mentorship component of the project was designed to fit in with the schedules of the participant teachers. Other means of communication such as telephoning or emailing were also used when face-to-face mentoring was not possible. Perhaps, advocacy and support at the policy level (state and institutional) can help address such constraints by making mentoring an integral component of teacher education initiatives.

Conclusion

The study establishes the effectiveness of the expert-practitioner model of mentoring as a strategy for CPD, even though a peer-to-peer model is more viable long-term since participation in CPD is directly affected by time, access to materials and logistical resources. This is because there is a resistance by teachers themselves to what is perceived as 'extra work'. In order to foster a culture of support, mentoring should be included in pre-service and in-service policy and planning. A framework needs to be developed as a guide to devise strategies for implementation. Also, longitudinal studies which empirically record the impact of mentoring in relation to other methods of CPD should be undertaken. The role and impact of technology (phones, internet, email, online forums) in facilitating mentor-mentee interactions can also be considered. This is not discounting the fact that there are significantly low levels of computer literacy and uneven internet penetration in the country. In either case, empirical evidence will contribute to a better understanding of mentoring as an effective means of contributing to CPD.

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10. Dusanka Popovic and Ljiljana Subotic

Continuing Professional Development of Teachers in Montenegro

Abstract
Continuous professional development is a necessary condition for ensuring professionalism in teaching profession. The National CPD Framework for teachers in Montenegro was established as result of Montenegro Education Reform Project (2005-2008). School-based PD as its key component was implemented in all preschool institutions, primary and secondary school in the period 2008-2011. It includes needs assessment, establishing priorities for PD, planning, implementation, monitoring and evaluation. The main conclusion of the first national report on implementation of SbPD is that it provides opportunities for CPD for all teachers and that it has taken root in schools in Montenegro.

The professional development of teachers
Continuous professional development is a necessary condition for ensuring professionalism in all spheres of society, especially when it comes to the teaching profession. To be able to respond to the demands of modern teaching practices and to follow the latest developments in the profession as well as in pedagogy and teaching methodology, it is necessary to systematically organise and ensure teachers' participation in various professional development activities.

Professional development enables teachers to continuously acquire, expand and extend their knowledge and to develop skills and abilities with the aim of improving the quality of both teaching and learning, as well as the achievements of all students. It also provides an opportunity to acquire knowledge and skills to ensure quality and successful collaboration with colleagues and school management, and good relations with parents and local communities. At the same time, it prepares teachers for the acceptance of changes in the education system, their successful implementation and active participation and initiative in carrying out reforms. Professional

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development cannot be reduced to occasional seminars and meetings of professionals in education. It is a long-term integrated process that incorporates learning, practical work, and research in the course of which the knowledge, skills, and abilities of an individual are developed or improved. By participating in this process teachers become reflective practitioners who set the objectives of their own professional development in line with their individual needs and the needs of the school.

The prerequisites for the continuous development of teachers are: (1) an educational system that provides and supports professional development, (2) the professional and personal autonomy of teachers, (3) creativity and initiative of teachers in applying a new curriculum, (4) student-centred teaching, (5) teamwork in the planning, preparation, implementation and analysis of teaching, (6) cooperation with parents and the local community, (7) continuous assessment and self-assessment of teachers; (8) career advancement that is stimulated in different ways.

The vision of lifelong learning and continuous professional development requires a teacher who is capable of reflection and self-evaluation, who can seek for or provide the necessary conditions for the development of each student, and support them in the learning process.

A national continuous professional development framework for teachers in Montenegro
 In accordance with the educational reform a lot of changes have occurred in Montenegro in the field of education in the past ten years. Because of that there was a need to prepare teachers, that is to organise their training for the implementation of these changes as well as to offer them opportunities for continuous professional development.

If we try to summarise and categorise the new roles of teachers caused by changes in the educational system of Montenegro, we can mention in the first place the shift from teaching to learning, then the ability to work with diverse learners (different abilities, special needs, multicultural diversity), the need for cooperation and teamwork with colleagues, pedagogues (professionals who have a university degree in pedagogy and whose main role in school is to provide support to both teachers and learners), and parents, the use of modern information technology, and a capacity for reflection and evaluation of their own work. To be successfully engaged in all these roles, a teacher should be open and ready for changes and motivated for lifelong learning and continuous professional development.

The national CPD framework for teachers in Montenegro was established as a result of the Montenegro Education Reform Project funded by a World Bank loan in the period 2005-2008. Teachers, pedagogues, head teachers from schools and preschool institutions, advisors and school inspectors from the Bureau for Education Services as well as international consultants were involved in developing the CPD framework. The framework comprises the following components:
- School-based professional development
- In-service teacher training
- A catalogue of teacher training programmes
- Promoted posts
- Mentorship to a novice teacher
- Trainer training and certification

- Appraisal system
- Publications and posters

School-based professional development and an appraisal system were piloted in a number of schools and pre-school institutions for a period of one school year.

School-based professional development of teachers
School-based professional development (SbPD) of teachers is the key component of the CPD framework of teachers in Montenegro. It was implemented in all preschool institutions, primary and secondary schools in the period 2008-2011. Head teachers, coordinators and a member of the team for SbPD from each preschool institution/school were trained for the implementation of SbPD. Advisor from Bureau for Education Services, Department for CPD are national coordinators for a certain number of schools and their role is to provide support to the implementation of SbPD.

The Bureau for Education Services, Department for CPD published a handbook for schools with guidelines for the implementation of SbPD (Subotic 2007).

School-based professional development represents a complete cycle of professional development:
1. Needs assessment
2. Establishing the priorities for professional development
3. Planning
4. Implemention
5. Monitoring and evaluation

Participants in SbPD
Participants in the process of SbPD of teachers are: a coordinator for professional development, a team for professional development, school management – a school principal, teachers and advisors from the Bureau for Education Services.

Each school appoints its coordinator for professional development. It can be a pedagogue or a school psychologist. If a school does not have a pedagogue or a psychologist, the coordinator can be a school principal, a deputy principal or a teacher appointed by the principal (a promoted post holder, if possible). Coordinators for SbPD promote the idea of professional development, coordinate the work of the SbPD team, coordinate the needs analyses, establish the priorities for professional development in cooperation with the team, design the plan for school-based professional development, support teachers in preparing their individual professional development plans, monitor the quality of the process of professional development, inform teachers about the possibilities for professional development, cooperate with the coordinators for SbPD in other schools and make contacts with all relevant institutions and individuals that are able to support the implementation of the SbPD process in their schools.

A team for SbPD is established in each preschool institution/school for the period of two years as it is one cycle of SbPD. The team is led by the coordinator. The members of the team are school management (principal, or deputy principal) and a number of teachers. It is involved in preparation of SbPD plan and participates in solving problems and making key decisions in relation to the professional development of teachers.

Principals are responsible for providing human and financial resources for the implementation of SbPD. They also participate in establishing priorities for professional development, developing the plan for SbPD and conducting SbPD self-evaluation.

Teachers create and update their professional development portfolio, plan individually for their professional development, participate in professional development activities (individually or in a group) and carry out self-evaluation.

The coordinators of professional development at the national level are advisors from the Department for CPD of the Bureau for Education Services. They provide support to a number of schools (visit schools in order to help them in planning and implementation of SbPD), analyse the report on professional development submitted by the school after evaluation, prepare regular reports about the professional development of teachers, and create and update the PD portfolio of the schools they are responsible for.

Implementation of SbPD
The necessary documentation for the implementation of SbPD of teachers is:
- A two-year plan for the school-based professional development of teachers
- Each teacher's individual professional development plan (IPDP)
- Each teacher's professional development portfolio

At the beginning of a school year the coordinator in cooperation with the team prepares the plan for SbPD for the next two years. This plan is the part of the school development plan and it is related to the individual professional development of teachers. It is vital that it reflects the school's needs and priorities and those of students and teachers respectively. Its objective is to improve teaching and along with it the effectiveness of learning and the quality of knowledge and skills achieved by students.

The plan for SbPD contains:
- priorities in general (in line with the school development plan)
- specific and operational objectives for each priority
- activities for achieving these objectives, target groups, time framework, those responsible for implementation of the activities and indicators for monitoring the implementation

The most frequent professional development activities in SbPD plans are: seminars and workshops, round tables, debates, panel discussions, focus groups, open classes, classroom observation, action research, and mentoring.

Teachers prepare an individual professional development plan to set goals to enhance personal strengths and address personal weaknesses in their teaching practice. It is one-year plan that recognises what is good as well as what needs improvement, taking into account both personal and institutional needs. The plan has objectives, activities for achieving the objectives, a time framework, expected outcomes and indicators for monitoring the implementation of the plan. A coordinator or a member of the team for SbPD can help teachers in preparing the individual plan.

Teachers also have a professional development portfolio. It includes a professional development plan, lesson plans, examples of best practice, reflections on their own practice, etc. The

professional development portfolio is confidential material containing information about a teacher's work performance. It is a carefully organised collection of data which illustrates professional status, knowledge and skills as well as professional and personal characteristics, but it also motivates teachers to continue improving their own work and the work of their school. Also it provides evidence of continuous professional development linked with their career path, a compilation of things teachers have done in the classroom or elsewhere that can prove their talents and strengths, knowledge and skills. A professional portfolio is the result of the process of reflecting and assessing. Novice teachers assemble their portfolio together with their mentors during their induction period.

A professional portfolio usually has two parts:
1. Evidence of what has been accomplished (diplomas, certificates, relevant courses, specific responsibilities etc.)
2. A developmental section for recording personal experiences, knowledge and skills, progress and learning, reflection on teaching practice and identified strengths alongside weaknesses that need to be addressed.

A professional portfolio is a basis for evaluation and self-evaluation, and a means of recording professional objectives, accomplishments and development and also the basis for planning the direction of professional development during a teacher's career.

Monitoring and evaluation
At the end of a two-year cycle of SbPD, a school conducts a self- evaluation of SbPD and prepares a report about its implementation. The instruments needed to conduct self-evaluation of SbPD can be found in the SbPD handbook for schools.

The Department of CPD of the Bureau for Education Services prepares a national report about the implementation of SbPD based on the self-evaluation reports of schools.

The first National report: of SbPD of teachers (2008–2011)[1] was prepared for the first cycle of implementation in all school i.e. period 2008-2011. It was published in the CPD Newsletter no 9. The key findings of the report are:
- Teachers are aware of the importance of CPD
- SbPD provides opportunities for CPD for all teachers
- All schools have a SbPD plan
- In 36% of schools more than 90% of teachers have an IPDP and in 34% of schools more than 60% of teachers have one
- In 43% of schools more than 90% of teachers have their professional development portfolio and in 34% of schools more than 60% of teachers have the portfolio
- The number, the type and the frequency of professional development activities have substantially increased

The main conclusion is that the SbPD of teachers has taken root in school in Montenegro and that further support is needed, especially in providing schools with financial resources for its implementation since schools have no financial resources allocated specifically to the professional development of teachers.

In-service teacher training
In-service teacher training is provided by the Bureau for Education Services in accordance with the annual action plan drawn up by the Department for CPD. An annual plan of training evens is prepared in line with the national education policy, external and internal evaluation of schools, and the evaluation of school-based professional development (SbPD). Evaluation forms completed by teachers at seminars are used as well. In those questionnaires, teachers can suggest topics that they consider important for their future work and the improvement of their teaching. Every year a number of training events are also organised in cooperation with international organisations whose activities are related to education. All training programmes are interactive in nature and are delivered by two trainers.

Accreditation of teacher training programmes is an important component of CPD framework and it is done upon public competition and in line with standards for accreditation. All accredited programmes are published once a year in the Catalogue of teacher training programmes *(Katalog programa strucnog usavrsavanja nastavnika za skolsku 2011/12, Zavod za skolstvo, Podgorica, 2012)*. For attending a one-day training event teachers are awarded 0.5 points. The attendance certificate is issued after the participants have done their ''homework'' i.e. applying the new knowledge and skills in their schools.

Promoted posts
The promoted posts which make career advancement possible also have a motivating role in continuous professional development. There are four posts available: a teacher mentor, a teacher advisor, a teacher senior advisor and a teacher researcher. They provide an incentive for teachers who are willing to develop professionally and improve their knowledge and skills, and apply them in the classroom. The requirements for teachers to be promoted are based on the assessment of teacher performance, primarily in the immediate teaching process, the evidence (certificates, diplomas) of attendance at accredited training programmes and engagement in SbPD activities and other activities related to the teaching profession.

Mentorship to a novice teacher
The induction period for novice teachers lasts for a year and is implemented through a process of mentoring. Novice teachers recognise it as extremely useful, because they are inducted into the teaching practice by a quality and experienced teacher-mentor. A mentor is appointed by a school principal. There is a three-day-training programme for mentors to improve primarily their mentoring skills as well as a publication Mentorship – handbook for mentors with guidelines to support mentors in their everyday work with a novice teacher (Popovi? 2008).
Trainer training and certification

The facilitators of interactive training (trainers) are usually teachers, advisors from educational institutions and those university professors who participated in the preparation and implementation of the current educational reform. They attended a five-day interactive training - a programme for trainers delivered by the Bureau for Education Services. The procedure for their selection and certification is defined and the guide for trainers is issued as well. In the educational system of Montenegro, there are also a number of trainers who were trained in the various educational programmes offered by international and non-governmental organisations.

Appraisal system

Appraisal is a process which periodically assesses the performance of teachers, i.e. a process whose results show how teachers are successful in their work. The model was presented to schools in 2009. There is a one-day training programme as well as a publication: Teacher Appraisal – a handbook for schools (Gazivoda 2009). A number of school principals applied it systematically in order to meet one of the requirements for promoted posts, and also to support teachers in setting their own professional development goals.

Publications and posters

In order to support schools in the implementation of the CPD framework for teachers, the Department for CPD of the Bureau for Education Services has published a number of handbooks and posters which are also available on the Bureau's website – www.zzs.gov.me.

The CPD Newsletter is published twice a year (in June and December) with the relevant information about CPD activities at national and school level (*Profesionalni razvoj nastavnika u Crnoj Gori, Zavod za skolstvo, br. 9, Podgorica 2012*, (http://www.zzs.gov.me/naslovna/profesionalnirazvoj). It is a great outlet for schools and teachers to share their experiences of CPD.

Next steps

In order to further develop the CPD framework for teachers, the next steps will be the development of the Strategy for Teachers' CPD of for the period 2012-2017 and the teacher licensing framework.

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Notes

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11. Tatjana Glušac

Continuing Professional Development[1] and INSETT for English Language Teachers in Serbia: Looking Through the Prism of Reality

Abstract

The paper presents the findings of a survey conducted under the auspices of the British Council Serbia, the aim of which was to investigate INSETT habits, needs and wants of ELTs in Serbia, as well as other continuing professional development (CPD) opportunities. The survey, being the first of its kind, was conducted from April – July 2012 and included 289 ELTs teaching at all levels of education and in both the state and private sector. The results clearly indicate that INSETT is a feature of life for those teachers and that they are also engaged in other, self-initiated, activities. However, the results also indicate that the existing professional development is not continuing as it lacks many component parts that would ensure its continuity. That also causes INSETT to be mainly attended by motivated teachers.

1. Introduction

It has been a widely accepted claim that the new millennium brought numerous changes in all spheres of life. Owing to them, the purpose and goal of education have changed as well placing a greater emphasis on teachers to master new competencies.

Extensive literature (Richards and Farrell, 2008; Richards and Nunan, 1997; Tsui, 2007) and ample research (National Commission on Teaching and America's Future, 2010; Metropolitan Life Insurance Company, 2010; European Union, 2010), advocate continuing professional development (CPD), especially INSETT, for quality teaching and improved student learning. It is also emphasised that it is now, probably more than ever before, that INSETT is of utmost importance for all teachers (Guskey, 2000: 3).

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2. Towards a common understanding of CPD

Professionals from different fields would probably agree that CPD is a must; one must never cease to improve and grow, especially in such a changing world as ours. However, do we all agree what constitutes quality CPD?

In *Going Forward: Continuing Professional Development for English Language Teachers in the UK* (2011: 4), CPD is defined in the following terms:

- Professionals should always be looking for ways to deal with new challenges and improve performance;
- The teacher identifies her own needs and how to meet them;
- CPD is evaluative rather than descriptive so that the teacher understands the impact of the activity;
- It is an essential component of professional life, not an extra;
- It belongs to an organisation;
- It takes place across all the stages of a teacher's career;
- It helps the institution and an individual meet their needs.

Continuous professional development needs to be characterised by the following features:

- *Self-reflection.* Teachers should reflect constantly on their practice to identify areas they need to work on (Richards and Nunan, 2008: 4). Self-reflection is a key factor in initiating one's development as it enables a teacher to become aware of her own teaching practices and their effects on the students. Only constant contemplation on one's own teaching provides grounds for development;
- *Planning.* It should be every teacher's responsibility to plan her development either on her own (based on what she finds important to work on through self-reflection) or together with a person appointed to help teachers in their professional development (PD) endeavours. As we live in the age of accountability, planning one's development ensures that time off from work and money invested in a teacher are well spent. More importantly, planning PD helps a teacher focus on specific aspects of her practice instead of roaming aimlessly from session to session only to formally meet a requirement. It goes without saying that a teacher's PD plan makes it easier to evaluate her PD.
- *Variety of INSETT opportunities.* Teachers must have at their disposal different activities to choose from, e.g. workshops, seminars, discussion groups, etc. As stated by Bolitho (1996), quality INSETT occurs when institutional priorities coincide with actual teachers' needs;
- *Experience of other forms of PD.* In case available PD activities do not provide them with answers to their teaching and classroom related questions, teachers should possess the knowledge and skills necessary to find answers on their own. They should know how to conduct small scale research, conduct peer coaching, etc.;
- *Application of the newly acquired knowledge and skills.* Attending INSETT without subsequent application of what the teacher has learnt yields no results both with respect to the teacher's development and student learning. Teachers should be encouraged to apply what they have learnt as well as to evaluate how the new practice, idea or activity has affected her students;
- *Evaluation.* CPD entails evaluation of the effects teacher's overall PD and INSETT engagement so as to help the teacher realise whether or not she has achieved her set goal

and what impact achieving a specific goal has on her students. According to Guskey, (2000: ix), "evaluation is there to help better understand staff development so that it can be strengthened and to identify what effects staff development has had";

- *Recognition and reward.* There should also be an extrinsic motivating factor that would move teachers to action – pay raise, promotion, earning hours of INSETT for their teaching licence renewal, etc. Research conducted by Glušac (2012) indicates that teachers who regularly engage in INSETT want their efforts to be recognised even though it is not a driving force in their development[2];

- *Various agents involved.* It goes without saying that neither CPD nor INSETT in particular is solely a teacher's responsibility, but that of a school, community and the entire system. Quality CPD, including INSETT, is the result of the joint efforts of various agents. The school, the community and the system should provide learning opportunities, guidance, support, financial means and/or rewards so that the teacher never becomes discouraged, disinterested or unmotivated to undertake CPD. It is of interest to the entire system that teachers undertake PD and for that reason different agents should assume different roles and join efforts to enable teachers to improve.

All these components are constituent parts of quality CPD; if any of them is missing, it is open to question whether such development is quality and/or continuing.

3. The survey of the British Council in Serbia

Attendance at INSETT sessions is mandatory for all teachers in Serbia. They need to earn 100 hours of professional development every five years by attending accredited activities. Specific activities are accredited by the Institute for Improvement of Education[3] if they meet certain criteria, and then published in the *Catalogue for Professional Development* (the *Catalogue*) that is sent to all Serbian schools. Teachers are expected to choose from the list of those activities and thus earn the required number of INSETT hours.

Because of a special agreement of cooperation with the Ministry of Education, all INSETT activities provided by the British Council Serbia are accredited even though they are not included in the *Catalogue*. Being one of the key providers of INSETT opportunities for English language teachers (ELTs) in Serbia, the British Council Serbia initiated a survey of ELTs' PD habits, needs and wants so as to be able to respond adequately to the teachers' requirements and provide them with quality INSETT that meets their actual needs. The author of this paper was asked to compile a survey, gather and analyse the findings, followed by a written report on the findings.

In April 2012 a survey, consisting of 16 questions distributed in three sections, was designed. The first section (eight questions) aimed at examining ELTs' INSETT habits. The second section (six questions) investigated the extent to which ELTs engage in other forms of PD, whereas the third section (two questions) explored ELTs' satisfaction with the existing INSETT in Serbia and their planning their own PD.

The link to the questionnaire was sent to approximately 3,000 email addresses in the British Council database. The teachers were given time from 27 April – 20 May 2012 to complete the survey. Furthermore, it was distributed to participants in the English Language Teachers' Conference held 18-19 May 2012 in Belgrade. The Conference participants had a much higher level

of motivation and engagement than an average teacher in Serbia[4], which in turn may have affected the results.

In total, 289 ELTs, who teach at the primary, secondary and tertiary levels and in both sectors (state and private), completed the survey[5]. Their teaching experience ranges 1-30 years.

4. Survey findings

4.1. In-service Teacher Training
The questions in Section 1 were aimed at investigating ELTs' INSETT habits, the extent to which they apply the newly acquired knowledge and evaluation of the impact of that newly applied knowledge.

The findings show that the vast majority of Serbian ELTs (160) attend INSETT once every three or four months. That certainly is a positive sign indicating that INSETT attendance is a feature of life for the majority of the respondents. Conversely, the finding that 79 teachers attend INSETT only once or twice a year gives some cause for concern. However, to fully understand the reason for such behaviour, one would need to explore further those teachers' habits, needs and wants. They may be engaged in some other form of PD or the INSETT they engage in once a year may last for a few days, etc.

The most commonly cited information source for available INSETT activities is the email / letter that the school receives from the organisers (156 ELTs are informed in this way). Other ways in which teachers are informed are colleagues, text message from the organisers and the *Catalogue* respectively. Most teachers use a combination of sources, the most usual one being 'email / letter from the organisers to the school and a colleague'.

When deciding whether or not to attend INSETT, 239 teachers consider aspects of their teaching practice that they want to improve. Other criteria in terms of priority are: time (119 teachers); price (112 teachers); presenter's background (104); whether or not the activity is accredited (86); the number of PD hours they earn (52) and venue (44). Most respondents chose a combination of factors including 'time, presenter's background and aspect of their teaching'.

According to the respondents, what constitutes good INSETT is the following: topic (216); presenter is knowledgeable and well prepared (195); and that the activity can be easily applied in the Serbian context (141). The least important factors that affect the quality of INSETT are: whether or not it is accredited (29); whether or not there is a relaxed atmosphere (29) and an appropriate venue and price (19).

Serbian ELTs mostly attend those activities that cover the following topics: ICT (58); teaching young learners (51); teaching methods / strategies / approaches (44); teaching grammar (42); classroom management (30), etc.

When asked what topics they would like to be covered more, the respondents listed 87 different topics, probably dependent largely upon their teaching contexts and their teaching expertise. The following topics featured strongly: practical activities (24); ICT (22); student motivation (22);

discipline (21); teaching mixed ability classes (20); teaching writing (19) and speaking (19); special needs education (19), etc.

Two hundred and sixty-nine teachers are found to use new knowledge and ideas and reflect on their success after a lesson. The other widely practiced routine is keeping new ideas in the back of the mind when planning a lesson (187 teachers), whereas 157 respondents present what they have learnt to colleagues. Only 40 teachers invite a colleague to observe them teaching. The most commonly cited combination of answers was 'presenting new ideas to colleagues, using new ideas in class and keeping new ideas in the back of the mind when planning lessons'.

As for evaluating the impact of the newly applied ideas and activities, 169 teachers observe each student's attitude to work and participation in class. One hundred and eighteen teachers watch for positive indicators among the whole class, 21 teachers occasionally compare and analyse each student's grades and eight teachers never know what impact a new activity has on students.

4.2. Beyond INSETT
The questions in Section 2 were aimed at exploring the extent to which Serbian ELTs are engaged in other forms of professional development, such as observation, supervision, online teacher training, action research, etc.

By a wide margin, the greatest number of teachers (187) were supervised within a year of the date of the survey. 'More than a year' was the response of 59 teachers, whereas 39 said they had never been observed.

The vast majority of teachers have some experience with peer observation. One hundred and eighty-one teachers were observed within a year of the research being conducted, 58 teachers had been observed more than a year before the survey, whereas 40 teachers have never been observed.

Most teachers have some experience in observing a colleague (255 have sometimes observed a colleague), whereas 33 have no experience in observation.

Reading professional literature seems to be a widely practised activity among ELTs. Two hundred and four teachers had read an article or watched a professionally-related video during the month preceding the survey, whereas 59 did it more than six months ago.

One hundred and eight teachers reported never having participated in an online teacher training. Almost the same number of teachers had some experience with this form of self-initiated professional development in the period ranging from a month prior to the survey (55 teachers), within the preceding six months (50 teachers) to more than a year before the survey (25 teachers).

The greatest number of teachers (98) had never conducted action research. One hundred and forty-seven have conducted it at a certain point in their career.

4.3. Satisfaction with the existing INSETT
The questions in Section 3 aimed at exploring how satisfied ELTs are with the available INSETT and whether or not they plan their professional development.

By far the greatest number of teachers (142) are satisfied with what is available, 70 are partly satisfied, 61 are very satisfied, five are dissatisfied and two are very dissatisfied.

Those who are satisfied and very satisfied with the available INSETT elaborate on their choice by saying that there are enough activities available, that they are useful and interesting, that they enable teachers to share their experience and knowledge, etc. Those who are partly satisfied think that there should be more INSETT opportunities, especially online ones, that most available activities are best suited for less experienced teachers, that most available activities are theoretical, rather than practical, etc. Teachers who are dissatisfied explain their attitude by saying that the topics covered are always the same, that presentations are commercial, as well as that presenters have no presentation skills.

As for planning their professional development, 95 teachers were found to plan their development in accordance with different phases in the teaching profession. Conversely, 79 teachers do not know what is meant by the phases in the teaching career and 13 do not have time for planning.

5. Conclusions

There is evidence today that teachers are leaving the teaching profession at an alarming rate (Metropolitan Life Insurance Company, 2010; Carrol, Fulton, Doerr, 2010) or that they suffer burnout even in the first few years after entering the profession (Glušac, 2012) all due to the fact that they face challenges they themselves are unable to overcome. Lack of adequate, constructive and structural guidance leaves those teachers helpless and ready to leave the profession or escape to routine, if not automatic, execution of their jobs. One of the keys to aid the teachers in such situations is to offer them quality INSETT, as well as to devise a well-structured system of CPD that would work.

Based on the view of CPD adopted in this paper, the results of the survey lead to the following conclusions:

- *Self-reflection.* It is an encouraging finding that Serbian ELTs mostly attend INSETT that deals with those aspects of their teaching practice they want to improve. That shows that they reflect on their practice to identify areas they need to work on more.
- *Planning.* Teachers who reflect on their practice probably plan their PD accordingly as they prioritise issues to deal with and seek for ways of tackling them. It is a worrying finding, though, that many respondents either have no knowledge of planning or find no time to plan their PD.
- *Application.* The greatest number of respondents apply what they learn and evaluate the effects of what they apply. Considering the fact that many teachers have never conducted action research and that not many of them conduct peer observation regularly, it is likely that the evaluation they do would be significantly improved if they engaged in research or observation.
- *Variety of INSETT opportunities.* Most respondents are satisfied with available INSETT opportunities. The analysis of the *Catalogue* conducted by Glušac (2012) reveals that many topics that are of interest to the respondents are covered by the accredited activities. However, the analysis also reveals that the *Catalogue* does not provide detailed descriptions of the activities (e.g. no work format specified, no time, price, venue specified, presenter's biodata not available), for which reason few respondents refer to it when deciding upon an

activity to attend. Moreover, many accredited activities cover far too many topics for the accredited number of hours[6]. In addition, there are topics suggested by the respondents that are not offered in the *Catalogue*. The finding that not many teachers are concerned about accreditation when making a choice of course or activity may indicate that teachers willingly attend even those activities that are not in the *Catalogue* and that they learn about them directly from the organisers (by email / letter or text message).

- *Other forms of PD.* The respondents have some experience of other forms of PD. It seems that they should be trained and encouraged to engage in other forms of PD as well (action research, online PD, etc.) as they may provide them with answers to their queries.
- *Evaluation.* The results indicate that evaluation of the effects of INSETT is not regularly conducted for which reason attending INSETT is still an expression of a teacher's good will.
- *Recognition and reward.* There is no system of appraisal in Serbia. Teachers need to earn hours of PD, but those who do not collect them bear no consequences. Research conducted by Glušac (2012) shows that enthusiastic teachers who regularly attend INSETT want their efforts to be recognised. The only reward they have at the moment is their students' improved learning. That explains why the respondents attend the activities that help them improve, irrespective of whether or not they are accredited.
- *Agents.* The findings that some teachers do not know what planning PD is and that they are not regularly supervised or at least observed by a colleague indicate that not all necessary agents are included in providing CPD and/or INSETT. In addition, research conducted by Glušac (2012) reveals that teachers are sometimes not permitted to attend INSETT on working days since no replacement can be found or because the school lacks money.

The analysis of the findings gathered reveals that it is mostly enthusiastic teachers who engage in INSETT and other forms of PD. Moreover, it can be concluded that ELTs are not encouraged to pursue CPD as many important factors that constitute its continuity are missing. For that reason, the survey initiated by the British Council is of great importance as it identifies areas that need to be improved if the existing INSETT provision is to gain in quality.

Notes

1. In this paper continuing professional development is viewed in its narrow sense. It means improvement of teachers' knowledge, skills and practices.
2. In *Teachers' Professional Development. Europe in International Comparison* (2010: 44), it is pointed out that even though INSETT is optional in Spain, Slovenia, Poland, Portugal and Slovakia, a large number of teachers attend it as attendance is clearly linked to pay rises and job promotion.
3. The Institute for Improvement of Education is a government organisation, partly dependent on the Ministry of Education.
4. The Conference fee is rather expensive, so teachers pay it themselves when they decide to attend the event as schools usually do not have much money to spend on their employees' development.
5. According to the most recent data of the Statistical Office of the Republic of Serbia dating 2010, there are 1,623 ELTs in Serbia teaching English as a first foreign language and 10 teachers of other foreign languages teaching English.
6. One accredited activity, for example, covers 15 topics in one day (6 hours).

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'What's Your Story?'
Teachers' Voices on CPD

As the members of the policy think tank on Continuing Professional Development (CPD) met several times in the last couple of years, there was a growing realisation within our group that the most important voice in these deliberations was that of the teacher in the classroom. The need to put classroom practice at the heart of our discussions and the experience of the teachers at the forefront of our deliberations on CPD, are, in some ways the points of departure of the British Council's initiative on CPD.

As part of the effort to garner case studies and action research on CPD from all across India, the members of the think tank felt that we also need to gather experiences of individual teachers from as wide and far as possible. This was the genesis of 'What's Your Story?', a competition we ran all summer to listen to teachers sharing their own professional development journeys.

We received over 130 entries from all over India. After the entries came in, Ravinarayan Chakrakodi, Nivedita V Bedadur, Maya Pandit-Narkar and Kirti Kapur – all of them members of the CPD think tank – graciously agreed to shortlist the stories which were "anonymised" in order to remove any bias.

In this publication we share the top ten entries we received. We plan to share all other valid and complete entries we received through our website.

We look forward to hearing about memorable experiences from teachers about their own professional growth and development and we will share the best of these with the wider community of teachers across India and the world through our website and newsletters. You can share your own CPD story with us or tell us what you think about this publication by writing to us at englishpolicyresearch@in.britishcouncil.org.

Debanjan Chakrabarti
Head English Partnerships – East India
British Council

Geeta Gujral

Taking School to Greater Heights:
I'm an Addict

Continuing Professional Development (In service training) and the encouraging words by head of my institution brought the best out of me and then there was no stopping and no looking back. Being empowered by the head of my institution, I moved forward and trained the students and teachers from India and abroad belonging to my D.P.S. family in the best possible manner catering to all kinds of learners using innovative technology. The fifteen day hands on computer training provided by my school in the year 2006 and the prize I was awarded thereafter for the best innovative skills as a learner, served as an addiction. Later in the year I started using technology in a big way and connected my teaching through it for the benefit of the children. In the year 2007, I represented my school in 'BEST TEACHING PRACTICES CONFERENCE' at the national level organized by NIIT (National Institute for information and Technology) where I bagged the second prize for my institution.

I realised that the exposure provided to me by the head of my institution turned me into a thinker, explorer and a lifelong learner. I wanted my students too to enjoy learning, become thinkers, explorers and lifelong learners. So my mission continues...

Moving a step forward, I started inventing some more play way methods for teaching the students and then combined all the techniques into a small module for the benefit of the students. Some techniques I tried out and were a great success: writing poems related to the topic being taught; writing scripts and using puppets to explain the concept/lesson/poem, formulating thought provoking questions for the students and many more such techniques. Soon my articles and poems were being published in our school magazine. I started incorporating these techniques in the teaching /learning process of other subjects as well. My colleagues too got motivated and became inclined towards the use of technology while teaching.

I was appointed as a trainer in the year 2007 by the head of my institution to represent my school abroad and train the teachers at another branch of my school there.

The journey continued and from a teacher at a primary school to becoming in – charges of various departments there and now the supervisor at Delhi Public School International.

The journey of a teacher as a learner continues ... sharing knowledge all the way and spreading the light of learning and igniting minds of students and teachers alike.

I am proud to be a part of the Delhi Public School fraternity.

BIO

Geeta Gujral is Supervisor at D.P.S. International, Saket, New Delhi. She has conducted wide range of workshops on various topics in India and abroad to train my fellow teachers from D.P.S. fraternity. In her 24 years of her career she has conducted numerous live satellite programmes, activity programs for students and Early Childhood Programs.

M.R. Devika

Bitten by the CPD Bug...

Going Global, the international British Council conference held from March 3-5, 2012 was a great learning experience for me. The exposure, the topics, presentations by subject experts, poster presentations, coffee shop sessions sizzling with activity all made a tremendous impact. It was a wakeup call. The last professional activity I had undertaken was a Paper, *"Shiksha Mitra Computer"* – computer as a tool for a school, at the Southern India Science Fair 2009, which won the second place. New paradigms for English language teacher education, teaching and learning had arrived. I would have to push myself and 'continue developing myself professionally' if I did not want to rust or thaw. My modus operandi was TEAM – Together Each Achieves More. The five of us who attended the Conference were all teacher educators in English, in addition to being the District Coordinators at *Sarva Shiksha Abhiyan* – a government department. As heads we could directly disseminate the CPD concept. I changed my practice, giving 200% of myself to every task I did. These small endeavours got noticed and I ascribed it to CPD – at a professional and personal level. Colleagues were taken up by the concept; more were my learners – the teacher educators and teachers.

Since then, my CPD is surging forth. At the state level training on Capacity Building, I projected the CPD framework from the pamphlets given out by the British Council and held brainstorming sessions. Enthusiasm swelled! I spruced up my own skills and presented a paper, 'Vignettes from a Teacher Educator's Online Learning' at an international conference on Online Learning at Coimbatore. I outperformed myself with brilliant Powerpoints (I confess I am not as 'umble' as Uriah Heep), rolled out an activity for participants and gave a rocking number of four handouts! The paper was placed among the best two and the judge asked for a personal copy!

At a personal level I translated stories of Fr C G Valles' stories from English to Tamil for a magazine and wrote three short stories for a competition. Currently, with an eager bevy of teachers, we are shooting for the Educational TV channel. A teacher was so inspired that, based on a Grade 6 English poem, 'To cook and eat', has started a club, to prevent food waste and to channel excess food at marriage halls to the local orphanages. CPD with a social cause!

I submit my case!

BIO

M R Devika from Tamil Nadu, India is a B Com graduate who went on to do her M A., B Ed in Hindi and M A., M Ed., M Phil in English. She is currently pursuing her doctorate on the subject of Multiple Intelligences. She has been a Teacher, Vice Principal and Principal in various schools and a lecturer in a Teacher Education College. She has has authored books on Value Education and co-authored a book on English Teaching Skills with the support of UNICEF. She is the recipient of Maharaja Agrasen Bahaduri Puraskar 2002, BOLT (Broad Outlook Learner Teacher) Award 2006 and Ms Dhronacharya Award 2007. She currently works as the District Coordinator (Training) for Sarva Shiksha Abhiyan, Salem, Tamil Nadu.

Simran Luthra

Small Things Count...

Some people love the sound of their own voices, and a particular class of people in particular do so even more – teachers/trainers. Very often in fact, teaching/training becomes tantamount to a performance where the teacher attempts to enthral her audience with her knowledge or verbal prowess or personality, whichever it may be. This traditional notion of teaching – that of lecture method, encounters a strong counter in something I encountered in my initial days of being an English trainer - the notions of TTT and STT – Teacher Talk Time and Student Talk Time.

Particularly relevant for language trainers of a second language for adults or even children perhaps, the task of the teacher is to facilitate their use of the language in order to develop proficiency. Now, upon reading this it may seem but obvious and most commonsensical, however the truth of the matter is, if one were to consciously ensure that TTT should be 20% while STT 80%, teachers would realise what a hard thing it is to practice! I know this from experience because almost all my colleagues and I struggled with practicing this discipline of not using speech but non-verbal gestures like thumbs-up or thumbs down or nodding and shaking of the head and of course a whole array of idiosyncratic gestures which kept the students adequately amused and engaged in class!

At the institute of language training where I encountered this idea, it went along with the use of learners' errors to aid learning. So while maintaining low TTT, the trainers used gestures (in order to avoid speaking and to provide a visual cue) when a learner made an error and gesture that something was not quite right. This was to be a cue for the speaker and the peer learners that an error had been made. The first opportunity for correction belonged to the speaker, in case the speaker was unable to identify the error, peers would step in and in the final instance, the trainer.

This was a learning that I used subsequently at several other organisations and have found to be extremely effective. While it made the class animated, it ensured that the teacher kept speaking to the minimum thereby resisting the temptation to hearing her voice.

In the final analysis, it is these small interventions in terms of pedagogy/methodology that play a crucial part in success in the classroom.

BIO

Simran Luthra holds a Masters degree in English from Jadavpur University, Kolkata and has worked as a corporate communication trainer for five years. She has worked as a trainer, teacher, teacher trainer and researcher. She has had an abiding interest in education and is currently pursuing a Masters in Education from TISS, Mumbai. She has also taught high school English in Hyderabad and is currently working as a researcher for Digantar an NGO in the area of teacher knowledge and learning. She writes for Teacher Plus and Mentor magazines and is passionate about language teaching, adult education, gender and teacher education.

Barasha Borah

Key Experiences in my Professional Development

Life is full of experiences and there is always room for erudition. To elucidate one of my much awaited experiences, I want to pinpoint on my British Council's master training programme which I attended and completed recently. This programme has blessed me with ample amount of experiences. It has contributed to my language pedagogy professionally.

At the very outset, I will irradiate the methodology of interactive teaching. Interactive teaching takes place only when there is a good and an active involvement of all the participants. I have a good understanding of learner centered methodology. It has increased my confidence level when I use English in the classroom. I use simple and clear instructions accompanied by good ICQs (Instruction Checking Questions). From my experience I learned how useful are ICQs in an Interactive and learner-centered classroom. It erases the confusion of the student in understanding the instructions, hence involving them to participate actively in any given activity.

I have improved the quality of 'Teacher talking time' TTT vs 'Student talking time' (STT). The STT should be greater than TTT in a classroom which enhances the speaking abilities of the students. Now I have a good control and management of the classroom which includes pace and timing, organised group/pair works, and monitored activities followed by a "sandwich" feedback (two positive and one negative feedback).

Besides this, I was much fascinated by grouping techniques and warmers. The language activities meant for the learners required group works. So every time grouping the students in the same technique creates boredom in the classroom. But now I would divide the class using different grouping techniques which the learners like as much as I do. The wonderful warmers play an important role in the teaching – learning process. The learners love to do it. They energise and motivate the learners to do any activity. They can be used before, in-between or after a topic or lesson. It always wipes out the weariness in a classroom.

To conclude, I must say that my experience has made make me a good facilitator and motivator which has molded my professionalism in a constructive and positive way.

BIO
Barasha Borah works as a High School English Teacher in Nagaon, Assam. She holds a Masters degree in English language & English language teaching (EL&ELT) from Gauhati University, Assam. She has worked in different schools and taught young learners as well as secondary students. Trained as a master trainer in English by British Council in collaboration with Sarba Siksha Abhiyan, Assam, she has trained primary school teachers of different schools which are under SSA.

Rachna Khosla

CPD through Special Needs

Most of us want to develop professionally, actively create challenges for ourselves, learning from our experiences and adding to our skills and our self knowledge. The biggest challenge, I believe a teacher has, is to have effective and efficient communicative skills and to be an equally effective and efficient facilitator of learning for the students.

Recently, I got an opportunity to attend a workshop on ADHD and children with special needs. Both gifted and challenged students are in need of strategies that allow them to work at their pace with high expectations of success. This helps them to make connections in their learning.

As a classroom teacher, I have worked with special needs children. That has been difficult at times, and at other times, quite joyful. Students who have difficulty in learning always present a challenge: What do I do to help this child reach his potential? How can I help this student succeed in school? With the support and guidance of the special education department, we are able to find means and strategies that might be helpful to them.

But I found myself at a loss, when I found myself teaching a visually challenged child in the third standard. I had mixed feelings. I was anxious and uncomfortable because I did not know how to handle him. I did not know ways of teaching him, getting across to him in the classroom situation like I normally do with the other students. I rather found myself handicapped. Every day I would go back home with this thought that how do I evolve a new relationship between him and me.

Each morning seemed a day full of learning for me. An unusually happy child he seemed. He never complained about his incompetence, rather was willing to make an effort to do things within his individual limits. I never wanted him to feel separate from others just because he couldn't complete few tasks on his own. After talking to his mother and support from his special trainer, I was able to understand him better and his special instructional material (Braille). Reverting to teachers, who taught him in previous class, helped a lot in understanding his behavioral patterns and his moods. Keeping in touch, on a daily basis with his class teacher and other subject teachers, we worked together to bring the world of experiences to him in a meaningful manner.

I am willing to attend the workshops where they train staff to address the academic and non-academic needs of such students. To be better equipped to deal with concept development, academic functioning, effective communication skills and social skills.

BIO
Rachna started her career with DPS, Vasant Kunj and later been a founder teacher at Delhi Public School, Sushant Lok, New Delhi.

Veeranka Shah

Goodbye Mediocrity!

The lobby came alive with the chattering of kids and young people waiting for the bus to take them home from the summer camp at the institute where I joined as a part time teacher. I sat there a little agitated after going through the curriculum which was highly disorganised, with an over emphasis on grammar without a context, making the whole process of learning very teacher centred.

I realised the value of being trained and exposed to different methodologies through CELTA. These became the lens through which I measured how well something could be taught and learnt. But wearing this lens is a huge responsibility- something that connects me rather than separate me from other teachers who didn't have the same training.

I began reworking the curriculum and shared my ideas with my colleagues. To my surprise, they enthusiastically participated in these discussions and shared both their challenges and success in the classroom. Within a week, we were able to come up with simple methods to manage the class, use activities and supplement the course book with additional practice sheets.

Maybe we all have an innate need for perfection which over time gets veiled by the stability and mediocrity that is experienced when one has a permanent job with an assured salary and when the institute believes in quantity of learners rather than the quality of their learning.

I was influenced by Peter Senge's work on "Learning organisations" and the questions that he raises in a paper titled 'Communities of Commitment' (1993). I quote: 'Why do we confront learning opportunities with fear rather than wonder? Why do we derive our self- esteem from knowing as opposed to learning? Why do we criticize others before we even understand them? Why do we command and control when we want to create and inspire?'

These questions resonated with my search and I came to a resolution that without an environment of learning, my future progress was jeopardized. So if there doesn't exist an environment of learning, the onus was to create one!

BIO
Veeranka Shah teaches English to young people and adults in Muscat (Sultanate of Oman). She holds a Certificate in English Language Teaching to Adults (CELTA) and has taught at a language institute in Mumbai. After completing a Master's in Sociology from Delhi School of Economics she worked with Dreamcatchers Foundation (a non profit organization) in Mumbai over six years as a Facilitator and Program Manager. After the tsunami in South India, she worked on a project called "The Wave of life' which aimed at rebuilding communities by creating intergenerational learning networks.

Ajay Kumar

My Professional Development: Turning Myths into Reality

It was in March1998 when I fell into the profession of teaching English by chance and it took another five years to realise that I was typically made for this profession. Getting my first posting as a teacher in a Government School in a rural area filled in me many myths about English teaching and I had come to the level of complacency as a teacher and was quite satisfied with my job. It was, then, in the year 2003 when I got transferred to the best school run by Government of Delhi and every new day, here, presented many challenges on the way and it was then only when I realised the need of professional development joined ELT@I in 2005 but the real opportunity came in the year 2008 when my school became the part of UKIERI Project and I started working on "Mentoring Project" of UKIERI. It provided me an excellent opportunity to interact with the teachers of nine other member schools and it also enriched me as I learnt a lot through class observation of my Mentee and getting my class observed by my Mentee. This exercise brought out so many inner aspects that I truly became a Reflective Practitioner. The post-discussion after the observation of class really helped me a lot. It not only provided me a space to think on my shortcomings but it also quite successfully took me out of the so called "FEAR" of being Observed.

The extension of this "Mentoring Project" was writing Diary and-- Even 'Diary-writing' could help in Professional Development in such a way—I realised for the first time. Since then, I became a regular 'Diary Writer' and my Diary is helping a lot in my Continuing Professional Development.

Being a part of the UKIERI Project, I got a chance to interact with my colleagues and I extended it to my colleagues teaching other subjects also. My students also became my true observers. I included them in my learning experience by making them write comments on my teaching in the class and I never forgot to "Follow up" their advices, suggestions and, of course, their critical comments which I always take in positive way.

I have extended it to about 1000 teachers through different sessions which I took as Master Trainer of SCERT trained by British Council and I am getting regular feedback from those teachers as they also feel the exercise to be equally fruitful.

BIO

Ajay Kumar is an English Language Teacher in a Government School of Delhi with teaching experience of around 10 years. He has been working in the Directorate Of Education, Govt. of Delhi for 14 years. A Master Trainer trained by British Council, he has conducted over 20 In-service Training programmes for English teachers of Government schools of Delhi. He is a lifetime member of ELT@I

After doing Masters in English Literature from B.H.U, he completed his Degree In Education from C.I.E, University of Delhi. He is also a Law Graduate from Delhi University and presently he is pursuing his Ph.D.

Raj Kumar Singh

CELTA – Reinventing yourself as an English Language Teacher

My CPD story began when I decided to join CELTA. I had some idea that it is a course which is rigorous and stressful but I was confident that with my fifteen years teaching background I would be able to handle that pressure. I joined CELTA at the New Delhi British Council centre. I found that it was very difficult to change my teaching style. My Teacher Talk Time (TTT) was very high. I could overcome this problem with Tutors feedback and my peers help. It was an eye opener for me. It was a metamorphosis for me. I went through a process of transformation which changed me forever as a teacher.

When I came back to my Institute I organised a workshop for my colleagues where I shared my learning with them. This knowledge sharing motivated some of my colleagues to join CELTA in near future.

I conducted a special programme to assess the importance of communication practice in the process of language learning by targeting a variety of students of mix ability in different professional courses. I tried to achieve my objective by using Task Based Language Teaching.

The students enrolled in advanced levels of the university's engineering and were applying for placements private enterprises.

The means used to place the learners into the spoken English was a set of simulations consisting of three tasks related the types of speech activities engineering students might encounter in their job interviews and placements.

The first task required candidates to describe their interests their field of study, within a two-minute time limit. Candidates instructed to talk about their interest in the field, the they felt they could offer, and the benefits they from their work placement.

The second task a meeting in which the candidate was to listen to manager announce a change in the work environment, covering main points: what the planned change was; reasons for change;

and contributions expected from employees. After to the manager, the candidate was to orally relay information to a colleague.

The third task required candidates read an inter-office memo and answer oral questions from customer.

The learners who scored below a four overall were enrolled in the English course in an effort to boost their performance.

BIO
Raj Kumar Singh has been working for last 17 years as an English Teacher and Trainer at various levels. His present job is of Senior Lecturer in Amity School for Communication Enhancement & Transformation (ASCENT) at Amity University, Lucknow, U.P., India. t. He is involved in language assessments, teaching and training students by using a Language Lab and other audio visual aids. He is a member of ELT@I and TESOL. He has done a CELTA for his professional development.

Rajesh Babu Sharma

Professional Experiences

It was April 1991. I was undergoing a BEd (Eng) programme at the Regional College of Education, Ajmer, a premier institute of NCERT. That year a workshop on English language teaching methodology was conducted and I got a golden opportunity to attend it because I was a favourite student of English methodology teacher Mr I D Mishra who was the host and organizer of the workshop. Here it is necessary to mention that I had a preconceived notion that the teaching is a one way process and the teacher has to impart information to the students. But this workshop eradicated this notion from my mind and germinated a new concept, group dynamism. Unfortunately I could not learn much on the subject and the theme of the workshop because it was all new to me. But I was very well able to understand the concept of group dynamism, the importance of the role played by each member and how importantly the team works to develop the theme and subject.

Secondly, I would like to mention the year 1993, when I was in Nalwa Public School, Ujha, Panipat. There I used to teach spoken English to a group of students in the zero period. One day something came to my mind and I wanted to experiment. I took two students and explained the role of a coolie and passenger to each. Both of them played their role even better than I expected. This taught me how well I can exploit the situation for the purpose.

Last of all while undergoing PGCTE programme, I happened to learn how well I can utilise the text for various purposes that is for vocabulary enrichment, grammatical concepts, comprehension, pronunciation drill etc. I was able to develop and improve upon whatever I had already learnt.

Thus I was able to clear away my preconceived notion of teaching a one way process. I also shared my experiences of experiments and learning with some of my colleagues. They too implemented it with their students. Although a new method and approach was not evolved I could have come to a personal integrated, interactive and communicative approach which I enjoy each day.

BIO

Having Masters in English Literature , B.Ed. and P.G.C.T.E., Rajesh Babu Sharma has an experience more than 21 years in teaching profession. He has attended a number of seminars and workshops related to teaching; he is interested in co-curricular and extra-curricular activities.

He is currently working at the Motilal Nehru School of Sports Rai, Sonipat.

Usha Chandrasekaran

The Bitter-sweet Symphony of Life

The CPD activity happened in my department spanning ten years from 1990-2000. It was a three tier activity wherein there was a flow of information between, trainers, teachers and learners. This activity was mounted in a Humanities and Science College with a strength of 2000 ESL learners. A team of 21 teachers including me worked with the consultants. All of us were adept at the transmission mode of education with a leaning towards liberal humanistic tradition.

The teacher development project introduced us to the constructive paradigm in Education. What was unique about this activity was that a routine teacher input seminar became a momentous activity in our professional lives. The catalysts of the project were eminent ELT specialists from the English and Foreign Languages University, Hyderabad.

The trainers and the teachers in the department formulated the basic tenets of the project as follows.
1. any ESL Program involves learners who come from specific back grounds with particular preference and interest
2. student friendly activity based materials will motivate the learners better
3. methodology must address as many individual learners as possible
4. role play ,group discussions miming, debates, dictionary activities to replace lecturing
5. testing has to discourage rote learning
6. the text in class is only a context for language learning
7. testing the skills and abilities learnt is legion

It was an uphill task to put all these reforms in practice in typical Indian classrooms. We devised a new task based curriculum, with suitable materials and tests. Even people who were of a different persuasion implemented these reforms in their practice. This project took us closer to our learners I enjoyed the input sessions by the consultants of the project. This enjoyment was followed by edification. I kept honing my task writing skills counseled by the experts. I realised that it was bonanza that I worked with both the learners and the experts in the same venue where transfer training was immediate. I along with my cohorts shared all my class room experiences with the experts.

I train the new comers to my department in this particular methodology. I also train them in writing a course book for our learners. I train teachers from other schools and colleges.

The important message that I carry with me where ever I go, is 'Give the learners what they need and what they like.'

BIO

Usha Chandrasekaran has been teaching English at the tertiary level for more than 30 years. She is a Teacher Trainer and Materials Writer. She has attended conferences in Singapore and USA (University of Texas and Harvard). She has numerous publications to her credit. She was trained by Psychologists from NIMHANS, Bangalore in General Psychology and Educational Psychology.

Her basic research is related to broad based teaching and learning of English, connected to General Education. She is running a major project in rural schools for the benefit of dyslexic children. This is a UGC project. Dr. Usha Chandrasekaran is Head-In-charge - Department of English and Vice-Principal, Seethalakshmi Ramaswami College, Trichy, Tamil Nadu.

Rod Bolitho and Amol Padwad

Some Concluding Reflections and Questions

Working on this CPD initiative and editing this volume has sensitised us even more keenly to the wide range of views that exists about CPD, the number of stakeholders who potentially stand to benefit from improvements in policy and practice, and the many options that are open to teachers beyond the bare bones of an imposed INSETT course.

We very much hope that reading the selections in this collection has provoked some thought about, and maybe some reassessment of, the place of CPD in the life of teachers and other education professionals and would like to use this opportunity to draw some key issues together and to ask some questions as a stimulus to positive action.

1. Nobody stands completely still in their professional lives, but all of us do get stuck in ruts and routines from time to time. When this happens, teaching can lose both its challenge and its charm for us, we lose motivation and our students respond in kind. Have you experienced a phase like this in your career? Did you simply accept it and risk going into a downward spiral? Or did you take steps to pull yourself out of this state? Did you do it alone, or did you need help? *Talk about this with colleagues and discuss ways to support each other if this happens to any of you*.

2. Institutions need to develop just as much as individuals. Is your workplace 'on the move' or standing still? What are the issues that promote or hinder development in your institution? If you are a principal, what can you do to ensure that your school or college is a learning community, open to ideas and innovations? If you are a teacher, how can you contribute to your institution's development while at the same time taking care of your own? *Make this the topic of a whole school staff meeting and see what emerges when positive thinking is mobilised.*

3. School libraries have potential value as venues for CPD events as well as for the resources they might offer. All too often they are defined simply as repositories for books which students need but don't always read. Does your school library have a well-stocked section for the teachers as well as students? Are there special times when teachers have access to the library? Is it a welcoming place and could it be used for seminars and group meetings? *Take a critical look at your library and see what it might offer to teachers' CPD.*

4. Evidence from our work suggests that CPD is still widely equated with INSETT, and that attendance at INSETT events is mandated rather than voluntary. This is a dangerously limited view. Just as teaching can never guarantee learning, INSETT can never be sure to result in professional development among participants. Indeed the likelihood is that compulsory attendance at INSETT will result in rejection or passive resistance by teacher participants, especially if the course is delivered by a trainer who has little or no grasp of classroom reality. Teaching is a 'doing' profession, underpinned by thinking and theory, and a good INSETT course needs to involve teachers practically, rather than reducing them to passive, sponge-like behaviour in the face of lecture inputs from 'experts'. If you are an INSETT provider, do you take account of this? Do your courses have a real practical and developmental orientation? Are they one-off events, or is there follow-up? *Think about how to consult teachers about their needs, involve them in planning for their own development during INSETT courses.*

5. The seeds of career-long professional development are sown in pre-service training programmes, and kick-starting the habit of reflecting on practice is the business of training providers in universities and colleges of education. If you are a lecturer in a pre-service training context, what are you doing to promote reflection? Is your feedback to students simply critical or do you engage them in dialogue? Do you try to build their confidence and instil professional pride in them as they set out on a career in teaching? *It might be worth reviewing your pre-service curriculum and practices, and finding ways of including in them a strong developmental dimension.*

6. Policy statements and traditional ways of thinking among decision-makers still fail to take account of CPD as a broad-based set of options which may be driven by teachers' evolving professional needs rather than by imposed priorities. If you are in a position of authority, what can you do to ensure that teachers are valued and their CPD needs recognised and catered for? What steps can you take in official circles to ensure that a more generous view of CPD is promoted, discussed and acted upon? *It would be good to review your policy statements and the practices that depend on them to make sure that a progressive view of CPD is properly understood and implemented.*

For further reading on all aspects of CPD, please consult the Annotated Bibliography on CPD compiled by Amol Padwad and Krishna Dixit, published by the British Council India and available on www.britishcouncil.in

Amol Padwad and **Rod Bolitho**
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CPD Team

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Alan is from Aberdeen, Scotland. This is his 24th year in Asia. Currently he is British Council Project Manager: Engaging Teachers in Pakistan working on large scale development projects in Punjab, Sindh and Islamabad. Previously, he held the posts of Senior Training Consultant, India for two and a half years in Delhi and Regional Training Manager, British Council East Asia, based in Bangkok for six years. Before that he was a university lecturer in Japan where he lived for 15 years. His Masters Degree is from Teachers College Columbia University and he also taught on that program courses in learner and teacher autonomy. He has numerous papers published in journals and international publications, and has edited four books: Content and foreign language education: Looking at the future 1999; Developing Autonomy 2000; Curriculum Innovation, Evaluation and Assessment 2001, Primary Innovations 2008.

Alison Barrett
Alison is Assistant Director of English Partnerships at the British Council and has over fifteen years of experience working in South Asia. She started her career as a teacher in a government school in a remote part of Nepal in 1991. Since then, she has worked as a teacher, teacher trainer, academic manager and ELT programme manager in Japan, Pakistan, London, South Korea and finally India, where she has worked with the British Council since 1998. Alison is responsible for all large scale English language teacher education and development partnership projects with state governments and other public sector organisations across India. Alison has an MA in TESOL from the Institute of Education, University of London.

Amol Padwad
Amol is currently Head, Department of English, J.M. Patel College, Bhandara (India) and has 28 years of teaching experience at different levels. He holds M. A. degrees in English and Russian, and M. Ed. in TESOL from University of Leeds, UK on a British Council Scholarship. He has a PhD in Critical Theory from Nagpur University. He was the former National President of English Language Teachers' Association of India (ELTAI) and is now the National Convener of All India Network of English Teachers (AINET). He is also a member of the British Council ELTeCS International Advisory Team, an academic counsellor for the EFLU, Hyderabad, and a teacher trainer and ELT consultant for various government and non-government agencies. He has published several articles, reviews and translations, presented at numerous international and national conferences, and successfully managed some innovative ELT projects. His areas of interest are teacher development, ESL/EFL, translation studies, Marathi Grammar and bird watching.

Names have been given in alphabetical order.

Debanjan Chakrabarti
Debanjan looks after British Council's English language policy research and publications in India. He also leads on British Council's English Partnership projects in East India. Debanjan has led on a number of large scale international projects for the British Council in language and literature, including the London Book Fair 2009. He has a PhD on literature and media studies from the University of Reading, UK.

Hasan Waris, M.A. (Psychology), B.Ed, LLB is the Director of State Council of Education Research and Training, Patna, Bihar. He has been in the Bihar Education Service since 1986.

Jayagowri Shivakumar
Jayagowri has been working in NMKRV Degree College for women – an autonomous undergraduate college in Bangalore from 1981 onwards. She has a PhD in the area of Teacher Development from the Indian Institute of Science Bangalore, India. Her thesiss was on *'Local area Teacher groups – A new Paradigm for Teacher Development in Higher Education'.* She has been an active member of the English Language Teacher Centre (ELTC), a TD group in Bangalore and has presented many papers in National and international Seminars on TD groups, teacher initiatives and reflective teaching. A notable paper written collaboratively with four other members of ELTC, was published in the international English Language Teachers Journal (ELTJ) titled *'Researching Heterogeneity: an account of teacher–initiated research into large classes'.* She is on many Boards of Studies and is currently involved in text book designing at the Karnataka State Board of schools.

Jayshri Kannan
Jayshri has taught English language for more than twenty years. Presently she is the Consultant Director, ELT curriculum reforms, Nagaland Board of School Education, Kohima, Nagaland. She is an English language teacher training professional, with fifteen years of experience in the area of training corporate professionals and educational professionals. She has been a part of national training programmes conducted by the Ministry of Human Resources Development to empower professionals in remote areas and metros in India with English language communication skills. She is the author of 12 English language books which are currently being used at different levels in school curricula across the country.

Kirti Kapur
Kirti works in the Department of Education in Languages at the National Council of Educational Research and Training, New Delhi, India. She has a PhD in English Literature from the School of Languages, Literature and Culture Studies, Jawaharlal Nehru University, New Delhi. She has 24 years of teaching experience in the areas of English Language and Literature and has several publications to her credit. She has also chaired and presented papers in several international and national conferences. At NCERT she works in the areas of curriculum, syllabus and text book development, teacher training, research and consultancy. She has edited 2 books and has been a Member/Member-coordinator of Textbook Development Committee for several textbooks in English.

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Krishna is Head, Department of English, Yeshwant College of Arts and Commerce, Seloo (Dist. Wardha) Maharashtra. He is the secretary of ELTAI Vidarbha Chapter. He did his M. Ed. (Trainer

Development: English Language Teaching) at The College of St Mark and St John (Marjon)/University of Exeter on Hornby Trust Scholarship from the British Council in 2006-07. He is a trainer and consultant for teacher development. He has co-edited the Annotated Bibliography on CPD published by the British Council, India. He is currently involved in a project with Amol Padwad on setting up an online community for teachers.

Krishna Keshav Nadkarni
Krishna Nadkarni is currently a Deputy Director of Education with Government of Goa. He was a member of various state level committees on education. He has participated in many state, regional and national level seminars and workshops on education and was a resource person at state level on education. He has also published papers in journals and been involved in establishing a new higher secondary school in science in the state. Presently he is doing second year of two years Post Graduate Diploma in Management.

Maya Menon
Maya is the Founder Director of The Teacher Foundation, a Bangalore-based organization that is deeply involved in designing and delivering intensive programmes that span whole school improvement interventions as well as in-service and continuing professional development of teachers and school leaders for a range of schools – private and government. She has been in the field of education for 30 years. Her areas of professional experience include conceptualizing, designing and implementing a wide range of school and teacher-related projects and services – including the Wipro Applying Thought in Schools Teacher Empowerment Project initiated in 2001. In 1988, she set up the Newspaper in Education Programme for The Times of India in Bangalore. She has been a full-time teacher trainer since 1996, conducting professional development programmes for heads and teachers of schools across India. She has trained several thousand teachers across the past 15 years. She has presented at leading education conferences both nationally and internationally. Her interests include school effectiveness research and whole school improvement, teacher development, collaborative approaches to teaching and learning, interpersonal communication in the classroom, leadership and strategic management of schools.

Maya Pandit-Narkar
Maya, a professor in ELT at the EFL University Hyderabad, is involved with teacher education and materials production. She has been working in the area of ELE and teacher education for the last 33 years. She has published several research papers on ELT. She produced several textbooks in communicative English for Shivaji University, Maharashtra and was associated with the British Council on their project of textbook production for science students of Pune University. At EFLU, she was the All India Coordinator of the District Centre Scheme for four years. Areas of special interest include using theatre for teaching English; English for the under-privileged such as the Dalits and minorities in India. Also works in the area of feminist theory and translation studies. She has several publications to her credit. During 2012, she was the CWIT Fellow at the East Anglia University, Norwich.

Michael Connolly
Michael is a Senior Training Consultant on the English Partnerships project for the British Council in India and is primarily responsible for the academic management of ELT development projects for primary, secondary and tertiary level teacher educators, teachers and learners in the state sector.

Michael began his career in ELT in 1998 in Japan, working as a language teacher in local government high schools. He has since worked in a variety of teaching, teacher training and academic management roles in Spain, Egypt, Morocco, Jordan, the Palestinian Territories and now in India. Since coming to India in October 2011, Michael has been focussed on a teacher education development programme for secondary level English teachers in Bihar. The project aims to train up to 160 teacher educators and 40 mentors who will act as a support network, academic resource and teacher training cadre for school and district based teacher development. Michael has a BA and MA from the University of Leeds. He has 14 years experience in English teaching, training and teacher education. Michael has just begun further studies through an M. Ed focusing on research into education in India.

Nataasha Southwell
Nataasha is currently a Project Manager in the British Council English Partnerships team. She has been working with the Council for more than a year now. She manages activities for various English Language Teaching projects in North India. Nataasha has been coordinating the CPD programme for the past year and has managed various aspects of it. She has prior work experience as a school teacher and school's programs manager.

Nivedita Vijay Bedadur
Nivedita is presently working as Specialist, Academics and Pedagogy (English) in the University Resource Centre of Azim Premji University, Bangalore. During the past two and a half years, she has designed and facilitated teacher capacity development modules in ESL for State Board teachers in Rajasthan and Karnataka. She is also part of a team designing foundational courses for perspective building on ESL and Learning Theories. She has been interested in research on the use of mobiles for language learning. She has experience of teaching English at secondary and higher secondary levels through her long stint in Kendriya Vidyalayas in India and abroad for more than 29 years. In the course of her career she has also worked as Vice Principal and Principal in Kendriya Vidyalayas. She is a recipient of the incentive award for teachers during her career as a teacher in Kendriya Vidyalaya, Kathmandu, Nepal.

Raj Bala
Raj Bala has 32 years of experience as a Principal of Navyug School and is presently working as an Officer on Special Duty (OSD) Academics for Navyug Schools, run by NDMC. She is also the Accreditation Coordinator for Navyug Schools and has coordinated the accreditation of eight more Navyug schools by the Quality Council of India. She is also the assessor for Quality Council of India. She has worked as resource person for NCERT, DIET & SCERT in their seminars and workshops for training teachers. She is a teacher educator and had trained teachers in methodology of teaching, language & mathematics. She has published books on environmental education for primary children and has also been awarded by different organizations for her contribution in education.

Rama Mathew
Professor Rama Mathew is currently the Dean of the Faculty of Education, Delhi University, Delhi. Previously she taught at the Central Institute of English and Foreign Languages, Hyderabad where she was involved in English language education with specific focus on language teacher education and assessment for more than twenty years. She was Project Director of a national

curriculum evaluation study (1993-98) called the CBSE-ELT Curriculum Implementation Study, which concretised the notion of teacher as researcher in actual classroom contexts. She also coordinated a project on mentoring in collaboration with the Open University, UK, under the UKIERI scheme. She is presently coordinating the English Language Proficiency Course for the students of Delhi University in which loose-leaf materials meant for adult learners have been developed and students take proficiency tests at three levels that assess all the skills of the language. She has been an invited plenary speaker at several conferences in India and other countries including the conference of the International Association of Teachers of English as a Foreign Language (IATEFL). Her current research interests include teaching English to adult learners, continuing professional development, proficiency assessment including online assessment.

Ravinarayan Chakrakodi
Ravinarayan is a member of the faculty at the Regional Institute of English South India, Bangalore where he trains teachers in the English language pedagogy. He has done his MA in Teaching English to Speakers of Other Languages (TESOL), with distinction, from Lancaster University, UK. He has worked as one of the reviewers of Open Resources for ELT published by the Commonwealth of Learning, Canada. He has worked as a Chairperson of textbook committees for the Department of Education, Karnataka. He has published articles in peer reviewed journals and also presented papers in many UGC-sponsored seminars across India. His special areas of interest are teaching writing in English as a second language, testing and evaluation, teacher education and the theories of second language acquisition.

Rod Bolitho
Rod is Academic Director of Norwich Institute for Language Education (NILE). He started out teaching English in Germany and has been active in teacher education and trainer training for over 30 years. He has been consultant to a number of British Council projects since 1989, including the CBSE Curriculum Reform Project in India as well as the CPD Policy Dialogues, and is currently involved in Teacher Education and Materials Development initiatives in Uzbekistan, Romania and Russia. He has authored many articles and a number of books, including (with Brian Tomlinson) 'Discover English', (with Richard Rossner) 'Currents of Change in ELT', and (with Tony Wright) 'Trainer Development'.

S C Kaushik
S C Kaushik has an M. Sc. (Math.), B.Ed., M. Tech (Computers), and is a certified assessor for the Quality Council of India for school accreditation and skill development. He has had international exposure to the teaching of mathematics and computers. Previously he was working as the Coordinator (Computers & Academics) of computer education for New Delhi Municipal Council (NDMC) and Navyug schools run by NDMC. In March 2012, he had been promoted as Principal of a Senior Secondary school of NDMC and he is interested in quality improvement in NDMC schools.

Sabina Pillai
Sabina Pillai, an alumnus of Lady Shri Ram College and Jawaharlal Nehru University, is Associate Professor of English at SBSE College, Delhi University. Committed to being a life long learner, she has a Diploma in Teaching, Training and Assessing Learning, (2006), City and Guilds, UK and a Certificate in English as a Foreign Language Assessment, (2012), University of Maryland, US. She was the Cert IBET scholarship winner in 2011. A former civil servant and broadcaster she is also an international training consultant. She has presented papers at many national and international

conferences and published many papers. Her world view requires that learners derive maximum value from education and that the teacher's karma and dharma is to facilitate that. She has a PhD in Semiotics, Education and Teacher Development and Applied Linguistics.

Sulabha Natraj
Sulabha is the professor and head at the Waymade College of Education, Vallabh Vidyanagar, Gujarat. She has a PhD in English Language Teaching from the Sardar Patel University, Vallabh Vidyanagar. She has taught ELT for 25 years and guided doctoral research. She has contributed to 30 textbooks for ELT, Audio-video materials such as audio cassettes and videos for teachers and learners of English, especially at the secondary school level. Her areas of interest are Teacher Education, Educational Research, Translation and ICT in Teacher Education.

Suman Bhatia
Suman, freelance consultant working in the area of education and health is presently working as consultant with WHO and British council. Previously worked with SCERT Delhi as reader, Curriculum and material development and evaluation; nodal officer for development of English language teachers in association with British Council; project director, YUVA, an adolescent development programme; Principal, District Institute of Education and Training (DIET). She has also worked as consultant with UNICEF, India country office.

BRITISH COUNCIL

This volume of papers on Continuing Professional Development (CPD) of English language teachers in India is a result of discussions and deliberations that took place over a period of two years by the members of a think tank on CPD that British Council India convened in 2010. Part of British Council's English Partnerships work in India, this group was constituted as a response to some of the recommendations from the three policy dialogues on English held from 2007 to 2009.

This volume is a truly collaborative work, produced by the tireless efforts of each member of the think tank and led by Rod Bolitho and Amol Padwad, the editors of the book.

Two additional contributions from Europe give this volume an international perspective and reference points.

India has made remarkable progress in the last decade in improving access to education and enrolment in schools. This book comes at a time when quality in classroom teaching is the great challenge facing education policy makers across India. We hope that the voices and experience from teachers and teacher educators that this book brings together from all corners of the country will contribute towards the goal of ensuring quality in classroom learning.