"Teacher Professional Development And Instructional Quality"

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Abstract

Teacher education enhances teacher's professional and mental growth. Open Universities like IGNOU, BRAOU and other universities are providing refresher courses in distance mode/part time. It is an opportunity for teachers to do their desired courses. Teachers are the real workers in the educational society. It also includes all the extra education which the teacher received at differentinstitutions by way of refresher courses and all the travels and visits which he undertakes.

Literature review

Student teachers consider cooperating teachers to be one of the most important contributors to their teacher preparation program. Therefore, the ways in which cooperating teachers participate in teacher education are significant. This review seeks to move conceptions of that participation beyond commonly held beliefs to empirically supported claims. The analysis draws on Brodie, Cowling, and Nissan's notion of categories of participation to generate 11 different ways that cooperating teachers participate in teacher education: as Providers of Feedback, Gatekeepers of the Profession, Modelers of Practice, Supporters of Reflection, Gleaners of Knowledge, Purveyors of Context, Conveners of Relation, Agents of Socialization, Advocates of the Practical, Abiders of Change, and Teachers of Children. When set against Gaventa's typology of participation, the resultant grid highlights the importance of negotiated or invited spaces for cooperating teacher participation and provides a new way of thinking about planning professional development for, and working with cooperating teachers.

Introduction

The environs of a classroom are enlivene by inspiring, dynamic, enthusiastic, encouraging, skillful and dedicated teacher.. It is he who shapes the destiny of students and thatof the future citizens who eventually shape the destiny of the country. Such a teacher only can successfully inculture among children values that strengthen the ideals of social justice, equity, secularism and pluralism.

Principles of In-Service Education

In-service education is imperative in a fast changing world like Nigeria in view of the

prevailing changes in science and technology.To actualize the set objectives of in-service education in any organization some basic principles should be taken into consideration, as enumerated by **Stoops et al** (1981) as follows:

a) In-service programme emerges from recognized needs of the school and community.

b) All school personnel need in-service education

c) Proper supervisor is an effective means of accelerating the in0-service professional growth.

d) Improving the quality of instruction is the immediate andlongrange observes of in-service education.

e) In-service education leads to a continuous process of re- examination and revision of the educational programme. Additionally, it encourages participants to attain self-realization through competence, accomplishment and security.

f) In-service education has increasingly become the concern of state agencies, colleges, and universities, school boards,school administrators and teachers.

g) Supervisors should create an atmosphere that will stimulatea desire on the part of teachers for inservice growth.

h) The in-service programme should provide for keeping abreast with research and advances in education

i) An in-service programme is most effective whencooperatively initiated and planned.

Research design and methodology

The aims of our study are:

1. to design activities to produce an innovative newcourse to add to teacher education curricula.

2. to explore the impact of the design process on teachers'andteacher educators' (supervisors) learning.

3. In exploring learning we seek answers to the followingquestions:

a. What elements of social learning can be indicated insupervisors learning?

b. What elements of design thinking can be indicated insupervisors learning?

4. The format of this study is design research. We implemented design research as a summative evaluation for the design process in teacher education in order to explore innovations.

5. Our overview of the study includes a description of participants and settings, the goals and elements of the design, a description of each phase, outcomes found, and lessons learned.

Concept and implications of Teacher Education

Teacher education or teacher training refers to the policies,procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviors, and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in this activity are called **teacher educators** (or, in some contexts, teacher trainers).

• There is a longstanding and ongoing debate about the most appropriate term to

describe these activities.

- The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner).

- Generally, the teachers are regarded as the hub of educational development.

- Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate for the purpose of upgrading his professional skills, knowledge and interest, subsequent to initial training.

- In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher.

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