THE CONTINUOUS PROFESSIONAL DEVELOPMENT OF THE TEACHERS AND ITS INFLUENCE ON THE DEVELOPMENT OF THE STUDENTS

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Abstract: During the professional development programmes the focus is moved from the ory to practice, having a multidisciplinary perspective. The teacher has to adjust to the changes that appear in the educational process and the professional development programmes help him/her in this respect. Professional development has the role of developing various competences, including here the acquisition of new knowledge in the field. Learning can take place in various contexts and throughout life, which is why a well-trained teacher will always bevalued by his/her students.

Keywords: teacher, student, continuous professional development, results, communication.

The continuing education of teachers represents an activity with pedagogical and social content which is planned, accomplished and developed between the frames of the educational system, and which has a managerial function of continually regulating and autoregulating the learning process on all its baseline levels (functional – structural - operational).

On a functional level, the continuing education of teachers aims at the stimulation of those pedagogical and social skills that lead to a practical conversion of the system’s goals into objectives which are part of the learning process, in the school / extra-school environment. At a structural level, the continuing education of teachers aims at the stimulation of those pedagogical and social skills that fully enhance all pedagogical resources (informational, human, didactic - material, financial) that exist within the system and the process. At an operational level, the continuing education of teachers aims at the stimulation of those pedagogical and social skills that imply the planning, the making, the development and the accomplishment in the best possible conditions of those activities specific to the educational process (lessons, courses, seminars, project assignments, homeroom classes; extracurricular activities with students, teachers, parents and other representatives of the educational community; managerial and methodical activities, psycho-pedagogical and social counselling activities, educational and professional counselling activities, guidance, etc.).

The concept of continuous professional development defines the pedagogical frames essential in the continuing education of teachers, frames that are shaped with in the educational systems, on the background of the progress made between 1975 and 1985, through the consolidation of the already under takenre forms and through the reevaluation of priorities in a society that relies on advanced technologies. The continuous professional development meets the requirements of this progress and of its problems which are part of the larger context of permanent education. Bey on dits traditional meaning, that of „remedy for the short comings of initial education, in sufficient for the whole professional career” (didactic career), the continuous professional development, in it s (post) modernist use, „starts to be regarded as a long lasting process and as a permanent learning process”, having two general functions: a) the improvement and the renewal of professional practices by „updating
the information acquired in the course of the initial education”; b) the completion of the initial education, also by „professional reconversion, with new certified competences”.

The analysis of the continuing education activities of teachers implies the reference to the pedagogical concepts of professional development / continuous professional development. Professional development represents the central function of education and comprises, functionally speaking, „the instruction process that is only a particular case of professional development”.

The objectives of the continuing education of teachers can be defined at a general and a specific level, being referred to as continuous professional development, a field in which there is a certain unity with in the educational systems of the developed countries.

General objectives
1) The socio-professional and personal development of the teacher (specific objectives: a) the updating of the basic competences (pedagogical, specialized); b) the acquisition of new competences; c) the use of basic competences in the didactic of the specialty / specialties; d) the initiation in the use of new strategies, methods, teaching-learning-assessment tools);
2) The improvement of the continuous professional development system / institutions, courses offer, teaching practice (specific objectives: a) the encouragement of interdisciplinarity relying on the basic concepts; b) the stimulation of pedagogical research / innovation at an individual and group/team level; c) the use of educational paradigms at the school and class level / see the theory of the curriculum; the educational management; d) the development of psycho-social behaviours necessary for the human resources management.
3) The cognition of the pedagogical and social environment (specific objectives: a) the encouragement of the school’s cooperation with various social agents: economic, community, cultural, political agents, etc.; b) the reference of the educational system to the socio-economic frame; c) the adaptation to the socio-cultural changes which are specific to a post-industrial/computerized society; d) the study of psychosocial factors that influence students’ behaviour)

The content of the continuing education activities, according to the presented objectives, includes (post) university curricula: general pedagogy (the bases of pedagogy, the theory of education, general didactics), the didactic of the specialty/teaching methods, the theory of the curriculum, school management, advanced professional development (in the case of specialized subjects). These curricula are carried out in universities and institutions specialized in professional development through: courses, pedagogical conferences, seminars, intensive and extensive internships, practical activities, distance learning, summer universities, theomatic trips.

The continuous professional activity of teachers has a well-defined circuit: initial development – continuous development – self-development. (Post) modern educational system emphasize the continuity of the three stages of permanent training, considered congruous in the context of educational policy. Initial development, organized at a university level for all the categories of teachers, has a more open character. Continuous development targets the improvement of teaching practice by enhancing several alternative
patterns in various situations which are specific to the educational process. Self-development
the refore appears as a consequence of the professional development system (initial-
continuous), as an expression of the innovative changes promoted within the educational
process, as an expression of the pedagogical reasearch accomplished through didactic
practice, as an expression of the social norms existent in schools.

The continuing education of teachers evolves with in two complementary contexts: at
the school level „as a distinct approach of the educational change that amplifies students’
results and consolidates schools’ capacity to cope with change” (Hopkins, David; Ainscow,
Mel; West, Mel, 1998) and also at the level of certain partner ships as a response to a set of
social demands that are in a continuous process of expansion and diversification. As an
internal factor, the continuing education of teachers contributes to the improvement of school
culture, of interpersonal relation ships, in a context where teachers and students promote
learning through themselves. The current activities organized at the level of: Teachers’
Council, methodology comittees, pedagogical clubs, psycho-pedagogical counsel ling labs,
demonstration lessons, individual study, lectures and pedagogical conferences.

As a partnership factor, the continuing education of teachers al lows the continual
regulation-autoregulation of teaching practice as related to a plurality of acknowledged or so
on to be a cknowledge droles as a consequence of social demands: kinder garten teacher,
trainer, methodist, examiner, researcher, manager; counsell or, animator, agent of the local
community; teacher-author of classes/courses kept for open and distance learning (ODL),
through school television, Internet, etc... The institutions that can be employed are situated at
the level of managing and relational structures that are specific to (post) modern educational
systems.

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