

**STATE POLICY ON
CONTINUING PROFESSIONAL
DEVELOPMENT
OF EDUCATION FUNCTIONARIES**
(State Training Policy)



School and Mass Education Department
Government of Odisha

CONCEPT

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State Level Consultations

COLLABORATION

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Bhubaneswar
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MESSAGE

Critically concerned about the suboptimal professional performance of the education workforce and the declining standards of education, the School and Mass Education Department has crafted a State Policy on Continuing Professional Development of Education Functionaries. This comprehensive and well articulated document has been developed through series of consultative processes with the widest possible cross section of relevant stakeholders, seeking their views and voices. Never before had the Department such an all-encompassing training policy with an avowed objective of empowering teachers and others in a broad framework of life long learning. More significantly, the training policy has reconceptualised professional development of education functionaries going much beyond the simplistic ritualistic 'in-service' training which has had negligible impact on quality of classroom processes.

This task has been accomplished with great perseverance and precision due primarily to the assiduous initiative of the Commissioner-cum-Secretary of the Department. Expecting a significant breakthrough in empowering the educational workforce, I convey my deepest appreciation for the quantum and quality of reflective conversations taken up by a fairly large number of people, notably the Director, TE and SCERT, the members of Think Tank – Teacher Education, and the SCERT faculty.

Looking forward to an effective and diligent execution of the policy imperatives embodied in the document for heralding a transformative, not incremental change in the teacher preparation and teacher development system of the State.

Debiprasad Mishra
(Debiprasad Mishra)

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Government of Odisha

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MESSAGE

It is indeed gratifying to note that the long-awaited training policy framework : The State Policy on Continuing Professional Development of Education Functionaries has seen the light of the day, with the promise of bringing about a substantive improvement in our existing system of empowering the workforce of the Education Department. The need for a robust, holistic and forward-looking policy framework for equipping the teachers and others, associated with school education, with relevant competencies, skills and attitudes in the broader perspective of lifelong learning cannot be overstated. I strongly hold the view that the ability and willingness to learn, unlearn and re-learn are the defining markers of effective education professionals. This Policy Framework, I hope and believe, will continue to inform the future development and direction of professional development in the State.

Beginning with a small, but significant task of developing a Unified Training Calendar for the School & Mass Education Department, the idea of having a well articulated progressive training policy for the Department has taken the desired shape. It is essentially a collaborative and reflective exercise of putting together the rich wealth of ideas and perspectives received from different stakeholders involved with the task of training. UNICEF, Odisha has, as always, had an abiding interest in this crucial task.

I sincerely acknowledge the contribution of the distinguished members of the Think Tank-TE, Ms. Mansi Nimbhal, Director, TE & SCERT and her predecessor Prof. A.B. Ota, and many others who have helped in developing the document with imagination and creativity.

(Ranjana Chopra)

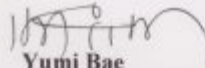
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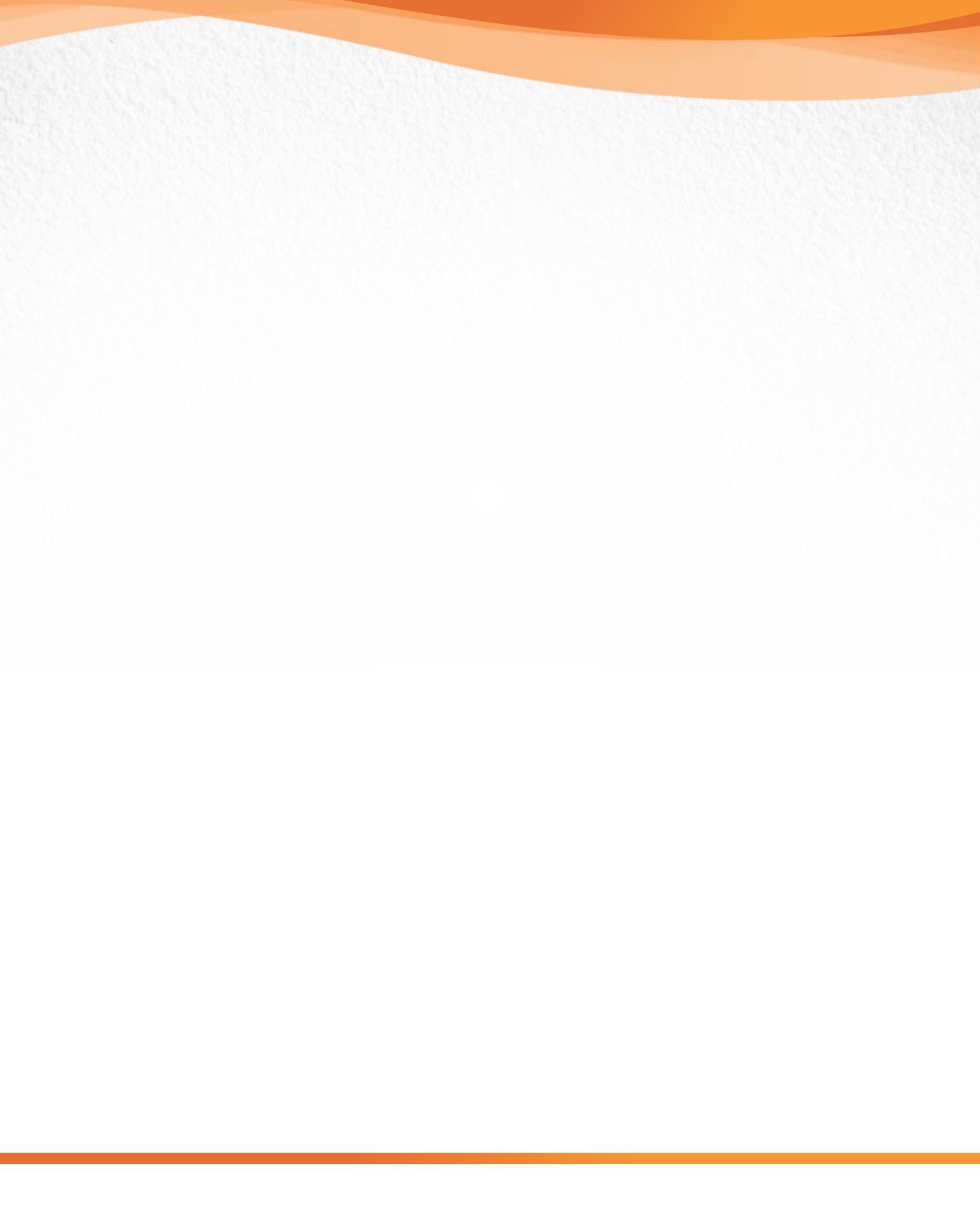
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MESSAGE



UNICEF values its partnership with School and Mass Education Department, which continues to expand and deepen. One of the most rewarding areas of this partnership has been our intimate association with the Department's teacher education initiative, considered the heart and soul of quality education. With several other meaningful achievements in teacher education in place by the Department, UNICEF has been very happy to be involved in the development of **The State Policy on Continuing Professional Development of Education Functionaries**. Many months of serious reflections and participation of a large number of academics, government officials, frontline teacher educators have gone into this document. We have in our hands a much awaited policy framework to guide teacher educators' training. I look forward to working with the Department of School and Mass Education in the coming months and years in the implementation of the policy with rigor and innovative mind.


Yumi Bae
Chief, Field Office
UNICEF, Odisha



STATE POLICY ON CONTINUING PROFESSIONAL DEVELOPMENT OF EDUCATION FUNCTIONARIES (State Training Policy)

The ability to learn, unlearn and relearn will be a defining skill in the 21st century.
- Alvin Toffler

PART I **CONTINUING PROFESSIONAL DEVELOPMENT IN PERSPECTIVE**

1.1 Perspective

With impressive expansion of the school education system of the state in terms of access, participation and retention, the focus has now increasingly shifted to improving the quality of schooling. Too many have waited too long for quality education, customarily defined in terms of what children learn and what level, i.e., levels of learner achievement. Teachers are the frontline providers of quality education. Studies have consistently established the significant, positive correlations between teacher quality and student achievement. Similarly, association between teachers' professional development, professional practices and student outcomes has been borne out by research. Teacher competence, commitment and performance depend, to a considerable extent, on their academic preparation, professional (pre-service) training and continuing professional development (in-service education).

The quality of teacher performance, leading to enhanced learner performance, can be ensured through action on three fronts: first, selection of right kind of candidates for admission to pre-service teacher education programmes; second, the comprehensiveness and rigour of pre-service teacher education course; and third, the reflective engagement of teachers in a variety of professional development activities in the framework of life-long learning. Teachers' professional development is necessarily to be viewed as a continuum, commencing at entry and induction, and continuing with regular in-service development throughout teachers' career. The critical importance of teachers as 'agents of change' in consideration of their substantial size and live relationships with students notwithstanding, others whose professional development matters most are teacher educators, institution leaders, education supervisors, education administrators and others who are associated with education and teacher education. Teacher effectiveness in changing the classroom processes and practices, leading to enhanced learning outcomes depends on the support, cooperation and proactive leadership of this group. Teachers and others, put together, constitute a 'learning community' that decisively influence the transformation of schools as 'learning organizations', which strive for institutional efficiency and effectiveness.

Teaching profession represents a 'community of learners', who are dependent on one another and grow together through collaboration, sharing of perspectives, and reflective conversation. If the profession has to avoid its impending crisis - mediocre professional standards and eroding professional credibility - it has to stay updated through continual readjustment of its objectives, purpose, methodologies and strategies. In

State Policy on Continuing Professional Development of Education Functionaries

MESSAGE OF UNICEF HEAD

short, it must constantly strive to keep pace with the changes that are invading the wider socio-political system. Professional development of its workforce through an array of opportunities - 'job-embedded' or 'in-school' and 'out-of-school' (building networks of partnerships) - on a continuing basis is the only available option to ensure the inalienable right of every child to quality education and quality learning outcomes. Teachers as true professionals has a commitment to children and their learning.

The critical importance and urgency of continuing professional development of education functionaries notwithstanding, it has not received investment of resources, efforts, energy and devotion of desirable magnitude. This aside, the traditional devices of professional development have largely confined to 'single shot', 'disjointed' and 'short-sighted' in-service education, which has had negligible effect on the teaching body politic. Professionalism could only be instilled in the education workforce through exploring different routes for extensive opportunities as well as through remediation of existing mechanisms and approaches.

1.2 Rationale for State Policy on Continuing Professional Development (A Causality Analysis)

The need for a State Policy on Continuing Professional Development (CPD) is primarily propelled by the following considerations:

- First, in the absence of a comprehensive state policy, it has not always been possible to strike a reasoned balance between continuity and change, leading to drift, adhocism and expediency.
- Second, the state (School and Mass Education Department) has hitherto restricted its professional development programmes to 'in-service' education, which precludes a wide range of potential opportunities for professional growth of teachers and others. In view of this, the state policy is required to re-conceptualize in-service education in a broader perspective to deal with a vast spectrum of professional activity.
- Third, the large scale investment of scarce resources in in-service education has not yielded expected dividends in terms of enhanced professional competence of teachers, reflective classroom processes, enabling and supportive supervision and effective monitoring. A comprehensive and holistic CPD policy can effectively offset the risk of inputs and interventions not being translated into visible improvement in teachers' practices and learners' achievement.
- Fourth, since there exists no holistic and coherent institutional framework, multiple providers of in-service education programmes, viz., SCERT, OPEPA, OMSM, ELTI, SIEMAT etc. offer programmes in isolation of one another, without channels of communication resulting in low cost-effectiveness of programmes.
- Fifth, in the absence of a well-designed training policy, in-service education of teachers and other members of the profession has largely remained a ritual and routine 'activity'; not a 'process'. Issues like motivation, self-directed desire to explore and make an impact on students' learning, will to excel professionally, working together collaboratively, reflective assessment one's of etc. are

State Policy on Continuing Professional Development of Education Functionaries

rarely addressed. A sound training policy needs to link professional development to career progression, professional performance and recognition, and intrinsic motivation for excellence.

- Sixth, networking and partnerships with national level specialized organizations such as NCERT, NUEPA, NCTE and UGC is weak and unplanned. Similarly, professional linkage with state level organizations like the Gopabandhu Academy of Administration (GAA), the Madhusudan Das Regional Academy of Financial Management (MDRAFM), the Nabakrushna Choudhury Centre for Development Studies (NCDS), Scheduled Castes & Scheduled Tribes Research & Training Institute (SCSTRTI) is not strong enough to forge meaningful partnerships for professional development.
- Seventh, our existing in-service education activities often have no follow-up, and tend to amount to a series of disjointed experiences that do not necessarily have any observable effect on classroom practices. Going beyond the conventional in-service education to an array of professional activities requires a policy which mandates systematic evaluation of programmes, based upon solid principles of assessment.

1.3 Policy Objectives

- To empower teachers and other stakeholders in the form of extension and enrichment of their professional capacities – subject knowledge, pedagogical competencies, skill sets, professional judgment, attitudes and values, and professional ethics.
- To bring in greater coherence, coordination and convergence among multiple providers of in-service education under the Department in order to make the programmes more cost-effective.
- To re-conceptualise the single-shot 'in-service' education to include a wide spectrum of professional development activities.
- To generate a desire and will in the stakeholders to continually learn, unlearn and relearn in order to stay updated in the profession.
- To help organize a variety of professional development programmes responsive to the varied needs of different sets of stakeholders.
- To facilitate the planning, organisation, delivery mechanisms and follow-up activities with focus on improved professional practices and enhanced inclusive student learning.

1.4 Approaches to Policy Formulation

- The task of formulating the State Policy on Continuing Professional Development of Education Functionaries has been informed by the following requirements: (i) assessing the strengths and weaknesses of the present programmes in order to determine what should be sustained and what should be changed; (ii) anticipating, with precision and approximation, the impending changes in the school curriculum and instructional techniques so as to clarify the professional

State Policy on Continuing Professional Development of Education Functionaries

competencies the practitioners will require; and (iii) devising efficient procedures for facilitating transition between the existing system and the envisaged system. In essence, the policy formulation adopted a two-pronged approach, viz., “defect” (repair and remediation) and “growth” (moving beyond the conventional approaches). In order to add to the legitimacy and authenticity of the policy formulation, several spells of reflective reviews were taken up to listen to differing perspectives of a wide range of people. This proximity of stakeholders to the locus of policy-making tends to ensure their critical engagement in with and ownership of the policy formulation.

- Besides the critical review and extensive consultations, relevant literature and research studies were reviewed to add latest insights and developments to the process of policy formulation. In order to capture the views of a wider audience, the draft policy was uploaded to the SCERT website. The draft policy was subjected to incisive scanning at the Department level. In essence, the policy reflects the eclectic perspectives of many who have been engaged in a series of ‘reflective conversations’.

1.5 Governing Principles

- All CPD programmes will be made goal-orientated and outcome focused.
- All programmes will be planned and organized on the basis of assessment of needs of stakeholders.
- Effective participation in programmes will be obligatory; mere ‘attendance’ will not be enough.
- Stakeholders will have the freedom to choose programmes in specialized areas, whereas generic programmes will be common for different sets of target groups.
- The delivery framework of programmes will be wide enough to cover, as far as possible, largest modes and modalities, taking advantage of open-learning opportunities.
- Participant collectives will be involved in decision-making processes with regard to content, organisation, methodologies etc. of programmes to ensure their ownership and engagement.
- Programmes will be anchored, as far as practicable, at the work sites, i.e., schools, cluster resource centres, teacher education institutions.
- Competent and committed Resource Persons at all levels will be selected through stringent and rigorous processes to maintain expected standards of programmes.
- All programmes will be systematically evaluated, followed up and monitored with space for feedback.

1.6 Target Groups

The State Policy on Continuing Professional Development of Education Functionaries intends to address the professional needs of a wide range of education workforce. The following are the broad clusters of target groups that a programme of continuing professional development to cover:

State Policy on Continuing Professional Development of Education Functionaries

- Teachers : Teachers of Primary Schools, Upper Primary Schools with subject specification, and Secondary Schools.
- Institutional Leaders : Headmasters of Elementary and Secondary Schools, Principals of ETEIs, DIETs, BITEs, TCs, CTEs and IASEs
- Teacher Educators: Teacher Educators of ETEIs, Teacher Educators and Senior Teacher Educators of DIETs and BITEs, and Asst. Professors and Associate Professors of TCs, CTEs and IASEs
- Educational Supervisors : ABEOs, BEOs, ADEOs and DEOs and officers in charge of monitoring of schools and TEIs
- Education Managers : Officers working in different Directorates of Education and programme implementing organizations such as OPEPA, OMSM, ELTI, SIEMAT and BSE
- Facilitators : CRCCs and BRCCs of School Centres (CRCs and BRCs)
- Resource Groups : Members of State Resource Groups, District Resource Groups, Research Committees and Programme Advisory Committees of TEIs
- *Grassroot level Managers : Members of School Management Committees of Elementary Schools and School Management and Development Committees of Secondary Schools

***Note :** Technically, the members of this group are not professionals. However, they play a significant role in making schools more effective and efficient.

1.7 Broad Training Curriculum

Like other professionals, educational professionals need to acquire, to remain relevant and effective, the following sets of competencies: (i) generic and core competencies; (ii) subject matter competencies; (iii) transactional competencies; (iv) contemporary development related competencies; (v) personal growth and self-awareness competencies; (vi) leadership and management competencies; (vii) research related competencies; and (viii) professional standards and ethics. Since professional development is a continuing or lifelong process, education functionaries are in need of different kinds of professional development programmes. Induction training for newly recruited / promoted functionaries of all categories at all levels is intended to sensitize them about their institution and their professional responsibilities. In short, all induction programmes are meant for helping the new incumbents to develop a comprehensive and indepth understanding of the culture of the institution.

State Policy on Continuing Professional Development of Education Functionaries

The content profile (suggestive, not exhaustive) for different categories of functionaries shall be as follows:

Competency Mapping

Sl. No.	Target Groups	Expected Competencies to be Acquired	
		Specific Competencies	Generic Competencies
1	Teachers	Thorough knowledge of subjects, principles of constructivist pedagogy, content-specific methods of teaching, context specific pedagogy, teaching multi-grade and multi-level classes, understanding how children develop and learn, multilingual teaching, assessment of and for learning, team-building, mentoring, managing small and large classes, teaching differently able children, relationship building and setting high standards for children.	Sensitivity towards : <ul style="list-style-type: none"> o Gender equality and equity o Socio-economically disadvantaged groups o Children with Special Needs o Children from vulnerable groups o Children from linguistic minority groups o Understanding children and the ways of their learning.
2	Institution Leaders	School governance and management, school based management. team building, mentoring, creating inclusive school culture, change management, leading groups, vision building, developing social and emotional capital, risk taking and entrepreneurship, financial management, proactive leadership, and stress and conflict management.	<ul style="list-style-type: none"> o Child Rights, RTE o NCF 2005, NCFTE 2009 o Basics of ICT o School Community Partnership o Peace Education and Human Values and Ethics o Assessment for learning and assessment of learning o Language across subjects
3	Teacher Educators	Content-cum-Methodology, research and action research. Teacher Education Curriculum, principles of constructivist pedagogy, guiding principles of NCF 2005 and NCFTE 2009. linkage with schools and other educational institutions participation in professional learning community, mentoring novice teacher educators, material development, academic and profession support to CRCs and school complexes and training capabilities.	<ul style="list-style-type: none"> o Contemporary developments in education and teacher education o Leadership and working together o Self and interpersonal relationships o Other emerging developments that affect education of children
4	Education Supervisors	Constructivist pedagogy in classrooms, democratic supervision, collaborative conversation, supervision and monitoring, supportive supervision, teachers professional development, participatory observation and constructive feedback, appreciation of good performance by teachers, positive relationship with teachers and headmasters, capability to demonstrate teaching skills and competencies, institution twinning and working together.	
5	Education Administrators	Building vision and perspectives, decentralized planning, decision-making and governance, autonomy and accountability cost-effectiveness of programmes, ease of managing institutions, setting professional standards, performance appraisal and developing enabling institutional culture.	
6	Resource Groups	Competencies to conduct professional development programmes theme specific and transactional modes and methodologies.	
7	Grass-roots level Managers	Managing local schools, school community relationship, decentralized decision-making, autonomy and accountability working as a team, resource mobilization, school-based management, school mapping and micro-planning.	

While planning for continuing professional development of varied groups of education functionaries with extremely diversified needs amidst constraints of time, resources, resource persons etc., there is a need to take a reasoned decision on the mechanics of organizing these programmes. Careful judgment has to be made for effective organisation of programmes.

State Policy on Continuing Professional Development of Education Functionaries

1.8 CPD : Key Challenges and Concerns

The policy imperatives articulated in Part II of this document are based on a critical analysis of some of the challenges and concerns of the existing professional development (in-service) programmes, conducted by a number of organizations under the School and Mass Education Department. These state specific challenges and concerns, to mention a few notable ones, are:

1.8.1 Systemic Challenges and Concerns

- There has been no comprehensive policy with a long-term perspective and well-articulated strategies for effective organisation of professional development programmes. The result : programmes are unplanned and ad hoc, ritualistic void of academic substance, negligible impact on professional growth, professional practices and student learning.
- 'In-service education' has always had low priority compared to pre-service teacher education. Consequently, investment in professional development of teachers and others has been on a low scale, particularly for state-managed teacher education institutions.
- Recruitment of untrained and / or under-trained teachers with poor general education background, specially in educationally backward regions which continues as a serious concern. It works as a double disadvantage for underprivileged children.
- The present practice of in-service education for teachers is, by and large, 'top-down' and 'project-driven' with scant regard to real needs of practicing teachers and classroom realities. Result : teachers perceive the programmes as irrelevant and of little utility.
- Teacher education institutions are not effectively linked to schools on one hand and to institutions of higher education and research on the other. Such isolation affects the quality and relevance of programmes they offer to school teachers and other functionaries.
- There has been no holistic, coherent and comprehensive policy as well as strategies for professional development of teachers and other functionaries of the Department. This has led to drift and adhocism in decision-making about in-service training programmes.
- The scale of decentralization of authority for decision-making by the district and sub-district level educational institutions has been very limited, leading to looking up for instruction and clearance.
- Continuing professional development of stakeholders in education has, for a longtime, not been conceptualized in its wider perspective – programmes have been limited to 'in-service' education only. Therefore, vast opportunities for professional development have not been taken advantage of.
- Programme implementation focuses more on inputs rather than results and outcomes. This preoccupation with inputs and quantitative targets leads to very limited impact of in-service training on teacher performance, classroom practices and learner achievement.
- No systematic attempt has been taken to identify the range of personal and professional

State Policy on Continuing Professional Development of Education Functionaries

competencies of different education functionaries – teachers, headmasters, teacher educators, principals and education supervisors – that make a difference to the quality of children’s learning and schooling.

- There is at present hardly any mechanism for recognizing self-initiated desire for professional growth, outstanding performance and commitment to institutional effectiveness. This makes teachers and others disinclined to pursue excellence and innovation in their professional practices.

1.8.2 Management Related Concerns

- Rarely are the needs of teachers and other education functionaries identified for planning and organizing in-service training programmes. The programmes and their contents are largely decided by ‘experts’. Such ‘expert-driven’ programmes do not have space for listening to the potential beneficiaries. In such a situation, ownership-building, critical engagement and commitment to improvement of practice on the part of stakeholders are at risk.
- In-service education programmes are organized and managed by various providers - at the national, state and sub-state levels. It has been felt that training programmes lack a coherent institutional framework, are not consistently linked and the organizing structures do not have regular communication and information-sharing channels. This leads to repetition, overlapping and incoherence of programmes with little impact on teachers’ capacity to address classroom challenges.
- The professional development programmes (in-service education) are meant mostly for teachers of elementary and secondary schools. Programmes for school leaders, education supervisors, education administrators, teacher educators etc. are very few. They have a large unmet need for their professional development.
- In spite of the importance of monitoring and evaluation, in-service education programmes are rarely monitored and evaluated. Without monitoring and evaluation with feedback for further improvement, the programmes have very little impact on professional practices.
- Another issue that hampers the quality improvement is the pattern of ‘once-off’ or ‘single-shot’ training instead of ‘split-design’ programmes. The need for and the benefits of re-engaging the teachers and education personnel after their first spell of training course in the inputs and strategies that worked or do not work are not taken cognizance of.
- The ‘ecological validity’, i.e., the contextual relevance of programmes, almost without exception, is conspicuous by its absence. This tends to render the training offered to remain insensitive and unresponsive to the contextual diversities. Such programmes rarely help the teachers to reflect on their action.
- Not un-often, programme sites are away from the action sites of teachers where they teach and connect theory to practice.

State Policy on Continuing Professional Development of Education Functionaries

- Organisation of in-service training programmes on working days tends to affect the normal instructional activities of schools and other institutions. Thus, the designated number of working days and the time-on-task are reduced, affecting children's learning.
- None of the programme offering organizations has a Training Management System (TMS). In the absence of an effective TMS, in-service education programmes are rendered ineffective.

1.8.3 Management Related Concerns

- The approach adopted in professional development programmes has remained largely lecture-based, with little opportunity for trainees to actively engage themselves in training inputs. Ironically, concepts such as activity-based teaching, management of large classes, multi-grade teaching, team teaching and cooperative and collaborative learning, which require active participation and demonstration, are often taught through lectures.
- In-service training, in most of the places, has assumed the character of a ritual devoid of academic substance or the capacity to stimulate. The need for equipping teachers with capacity to understand children and the ways they learn in a professional manner is quite often overlooked.
- The model of teacher education adopted in in-service training (also in pre-service training) is a transmission approach to developing skills and knowledge. This approach falls well short of expected standards of critical reflection, questioning, dialogue and sharing of experiences. Many teacher educators, barring a few, restrict their armory of approaches and strategies to rhetoric, and are reluctant to model the approaches they espouse.
- Most teacher education institutions and even CRCs (Teacher Centres) have rarely become structured spaces for reflective dialogue and dissent, collaborative interaction, reflective practices, sharing of professional experiences, cooperative learning etc. Thus, professional development remains as an event rather than a process.
- In most cases, teachers and other functionaries have been treated as 'objects' of in-service training programmes rather than 'change agents'. The spaces and opportunities available in such programmes for listening to the participants, capturing their perspectives and capitalizing their inputs are not creatively utilized for further planning of professional development programmes.
- The findings of research studies, both action research and policy research, hardly flow down to the classroom teachers and others for their meaningful utilization. Similarly, classroom problems rarely draw the attention of researchers and research institutions.
- Teacher education institutions - DIETs, CTEs and IASEs etc. are the major providers of in-service education programmes. However, it is observed that faculty of these institutions are reluctant to model the approaches they lecture about. Contrary to expectations, they remain remarkably stable.
- Beneficiaries of professional development programmes are not involved in many process related decisions and activities, such as needs identification, theme and content selection, transactional modes, programme evaluation etc. Their non-involvement tends to distance themselves from the programmes.

State Policy on Continuing Professional Development of Education Functionaries

PART II

CONTINUING PROFESSIONAL DEVELOPMENT OF EDUCATION FUNCTIONARIES : POLICY IMPERATIVES

2.1 CPD: Some General Policy Imperatives

- 2.1.1 All programmes will be based on the felt needs of the stakeholders, being rooted to the realities of worksites and demands of the changing contexts. The real indicator of quality of professional development programmes being their relevance, no CPD programme will be organized without authentic identification of the needs of the concerned stakeholders.
- 2.1.2 As a matter of principle, the education functionaries will be involved in the identification and articulation of their professional needs. A variety of appropriate instruments and methodologies shall be adopted to capture their felt needs in order to make programmes meaningful and worthwhile for the participants. No programme will be nondescript and prescriptive.
- 2.1.3 Participation in a wide variety of professional development programmes will be made mandatory for all functionaries. They shall be required to effectively participate in programmes for a designated number of days a year/years. Mere 'attendance' shall not be enough.
- 2.1.4 Programmes will provide space for freedom to choose in-service programmes, depending on the stakeholder's specific needs. However, participation in some generic/core programmes shall be obligatory for all.
- 2.1.5 Decision-making authority and power will be appropriately decentralized across structures – from the Department down the line to the grass-root level. The principle of subsidiarity – what can be done best at a particular level should be done at that level and not at higher levels – will inform decisions regarding organizing programmes that respond to localized needs of the teachers. Autonomy with accountability will inform all decision-making.
- 2.1.6 There will be appropriate systemic mechanism to link participation in CPD, both formal and informal, to career structures of the participants, which may include incentives for good performance and disincentives poor performance.
- 2.1.7 Programmes intended for all stakeholders shall have two components: core components and clientele specific components. While the former shall be common for all clientele groups, the latter shall vary from group to group. However, to save time and to minimize the frequency of withdrawal of stakeholders from their day-to-day work, the core components will, as far as possible, be integrated in the programmes meant for addressing specific components.
- 2.1.8 Professional development programmes will be made result or outcome oriented, aligning outcomes with objectives. The measure of result or outcome will be how well the professional tasks are performed and how well students learn, conventionally measured in terms of their learning achievement.

State Policy on Continuing Professional Development of Education Functionaries

- 2.1.9 Quality of the formal and institution organized CPD programmes will be accorded overriding priority. For quality assurance, it is necessary to evolve a system of accreditation. Till a formal institutional mechanism is developed, the Department of In-service Education of the restructured SCERT will be vested with the authority for accreditation.
- 2.1.10 For effective interaction and collaborative reflection leading to mastery of performance competencies, the unit size of the participants in the CPD programmes will not exceed 40. This upper limit has been borne out by research evidence.
- 2.1.11 In view of large numbers of teachers to be covered and programmes to be organized, vary often the “cascade” model is the only option available. In order to minimize the extent of transmission loss all possible measures will be taken : the selection of resource persons for different levels, training transaction, awareness of the distortions and losses that take place in the messages etc.
- 2.1.12 CPD will be made a permanent part of the education system to ensure that professional growth is sequential and continuous. This requires provision of vast opportunities for the stakeholders to continuously pursue appropriate self-driven courses of widest varieties.
- 2.1.13 In consideration of the immense potentiality and promise of CPD in its wider conspectus, investment in such programmes will be a priority commitment of the State Government. The share of Government of India under CSSTE being slashed, the state will be committed to invest more funds in CPD programmes.

2.2 Organizational and Management Related Policy Imperatives

- 2.2.1 The training curriculum and content will be locally determined so as to be responsive to the felt needs of teachers and other functionaries. However, the broad framework will be issued from the state level.
- 2.2.2 The Directorate of TE and SCERT, the designated State Academic Authority under RTE 2009, will be vested with the authority to coordinate the CPD programmes to be organized by different programme providers such as OPEPA, OMSM, SIEMAT, ELTI, BSE and SCERT. Detailed guidelines will be collaboratively developed.
- 2.2.3 A Unified Training Calendar incorporating therein the themes, broad training content, target groups, transaction modalities, time-frame etc. will be developed by SCERT in due consultation with the training providing organizations. This will be subject to approval by the Department.
- 2.2.4 There will be a State level Review Committee under the Chairpersonship of the Commissioner-cum-Secretary, School and Mass Education Department to take quarterly review of professional development programmes, organized by different organizations under the Department. This mechanism, in conjunction with institutional linkages, will open up two-way channels of communication among institutions.

State Policy on Continuing Professional Development of Education Functionaries

- 2.2.5 Resource Groups at various levels such as State Resource Groups, District Resource Groups and Sub-District Resource Groups will be constituted for executing CPD programmes. Resource Persons with proven capability and competence will be selected for different resource groups adopting systematic and stringent selection process. In order to widen the resource base, it shall be necessary to look beyond institution-based supply line, i.e., to draw upon resource persons from NGOs, civil society groups etc.
- 2.2.6 Stakeholders' participation in decision-making with regard to the selection of content, methodology, implementation, evaluation etc. will be ensured in order to develop a sense of ownership of the programme, and intense engagement in the programme.
- 2.2.7 Researches have established the superiority of split-design programmes in terms of their effectiveness over the "once-off" or "single shot" programmes. In consideration of this, all CPD programmes, as far as feasible, will be organized in split-design model, enabling the trainers to meet the same group of practitioners after the initial spell of programme followed by some practice in their work places.
- 2.2.8 All CPD programmes, without exception, will have provision for pre-test and post-test to assess the value addition acquired by the participants because on account of their exposure to the programme. Apart from estimating improvements in performance, such assessment will also have diagnostic purpose.
- 2.2.9 In consideration of the constraints of time, the size of the target groups and need for more instructional time, CPD programmes will be organized, as far as possible, during long holidays and summer vacations. This will be in addition to programmes to be spread over the instructional days of the academic year.
- 2.2.10 Planned and systematic efforts will be made to shift from the present pre-occupation with 'in-service' model to an extended range of professional development programmes both formal and informal. This will include, to mention a few, seminars, refresher courses, summer institutes, subject groups, professional learning community, mentoring, peer groups, exposure and attachment.
- 2.2.11 Institution initiated formal in-service education programmes will ideally be anchored at worksites of teachers (Schools, CRCs and BRCs) or at field level teacher education institutions. This arrangement is premised on the research findings that the most effective professional development programmes are embedded in the on-going life of the school. Proximity of programme sites to practice sites has several other advantages.
- 2.2.12 To streamline the in-service education programme conducted by different training providing organizations in terms of selection of participants, programme sites, identification of resource persons, tracking of teacher participants, programme management etc., there will be a well-designed Training Management System (TMS) for each organisation. The TMS will be in digital form.

State Policy on Continuing Professional Development of Education Functionaries

- 2.2.13 Evaluation will be made an integral part of professional development programmes. All professional development programmes, therefore, will have space for well-designed concurrent evaluation (programme-end) and programme impact evaluation (high-end). The evaluation results will be meaningfully utilized in further planning and execution of programmes.
- 2.2.14 The duration of the in-service education programmes will range from a minimum of two days to a maximum of 14 days, depending on the content and complexity of the programme themes. In-service education programmes for teachers are to be preferably of longer duration, split into two parts. Programmes for headmasters on school leadership and management, and for teacher educators will be of four to five days duration. Similarly, programmes for education supervisors will not be more than three days.
- 2.2.15 In a situation where adopting cascade model is unavoidable in consideration of the vastness of number of practitioner-trainees and presence of multiple structures, all possible steps will be taken to reduce the transmission loss from one level to the other. Some of the measures to be taken will include : selecting capable trainers, making their training more rigorous, making available adequate quality training materials, making programmes intensely interactive and activity-based, having regular monitoring and onsite support etc.
- 2.2.16 The overall coordination responsibility having been vested with SCERT, it has to develop partnership with other state level specialized organizations such as the GAA, MDRAFM, NCDS, SCSTRTI and Academic Staff Colleges of different State Universities. SCERT will explore the possibilities for building partnerships with national and international level organisations.
- 2.2.17 The potential of professional Teacher Associations will be leveraged to enhance professional development of teachers. Teacher Associations will be encouraged to organize professional development programmes for teachers.
- 2.2.18 With a view to breaking inter-institutional isolation, partnerships between local schools and teacher education institutions, and between schools and teacher education institutions, and universities will be developed and strengthened, which shall be of mutual benefit.
- 2.2.19 Various opportunities and incentives will be provided to teachers and teacher educators to update and upgrade their professional qualifications and experiences through a variety of self-driven initiatives, even using ICTs such as open education resources, online courses, distance education etc.
- 2.2.20 All teacher educators, including the institutional heads, will meaningfully participate in (a) foundational short-term training in basics of ICTs; and (b) enroll themselves in open learning, distance education, MOOC, NOOC etc. to upgrade their qualifications and professional experience to be lifelong learners. While (a) shall be mandatory, they are to enroll themselves in at least two online courses within two years.

State Policy on Continuing Professional Development of Education Functionaries

2.3 Process related Policy Imperatives

- 2.3.1 The process of delivery will be made invariably interactive and activity-based. The content presentation will be based on constructivist approach. It will be effective only when the process relies on cooperation, collaboration, sharing, reflection and dialogue. The use of lecture method will be reduced to the minimum.
- 2.3.2 Right from the planning of professional development programmes, critical stakeholders, such as learners, teachers, institutional heads, education supervisors are to be involved in the whole range of processes – needs identification, development of support materials, strategy selection etc. The extent of their engagement with the processes will be maximized for creating a sense of ownership, high expectations and required competencies for their professional growth and development.
- 2.3.3 Partnership between three important actors – institutional leaders, teachers and community members – will be made 'wide' and 'deep'. Interaction between school personnel and members of SMC / SMDC will be made more meaningful and result-oriented. Emphasis will be given to creation of social capital in them – building trust, self-confidence and relationships – for effective school functioning.
- 2.3.4 Planned efforts will be made to transform schools and teacher education institutions into professional communities, where staff development shall involve not only formal off-the-job training but also peer coaching, action research, teacher twinning, subject groups etc. These structures will work as structured platforms for continuous interaction, debate, dialogue, sharing and reflective practices among teachers and teacher educators.
- 2.3.5 In the existing system, Cluster Resource Centres (CRCs) are the nearest structures from the DIETs and ETEIs intended for sharing of innovative ideas and practices. Performing at the sub-optimal level, the CRCs will be made proactive and vibrant as teacher centres. SCERT in association with OPEPA and DIETs will draw up a comprehensive development plan for strengthening the CRCs.
- 2.3.6 Efforts need to be made to offer more systematic, comprehensive and research-informed approaches for CPD. The CPD programmes instead of being directed towards individual teacher development will be directed towards whole school development, leading to creation of a culture of working together for institutional effectiveness.
- 2.3.7 Wide use of ICTs to leverage their potential and promise for effective classroom processes will be a priority agenda in the scheme of continuing professional development of education functionaries. Care will be taken to select ICT interventions in schools and teacher education institutions in consideration of their proven contributions. SCERT in collaboration with CIET, New Delhi, ICT Division of APF, Bangalore and SNDTWU, Mumbai will draw up a comprehensive plan for using ICTs for improved professional performance.

State Policy on Continuing Professional Development of Education Functionaries

- 2.3.8 In order to break the isolation between teacher education institutions and schools, there will be exchange programmes between school teachers and faculty of TEIs on a continuous basis. The details need to be collaboratively worked out by SCERT, Directorate of Elementary Education and Directorate of Secondary Education subject to approval of the Commissioner-cum-Secretary.
- 2.3.9 The Headmasters' Conferences, organized every year by the DEOs of different districts, will be used as a powerful platform for critical reflection on problems encountered by the headmasters, new management skills, site-based management etc. The delivery mechanism will be totally democratic and interactive.
- 2.3.10 Teachers' professional growth and development is, to a large extent, influenced by a democratic, enabling and constructive supervisory system. The education supervisors, administrators and monitoring officials need to adopt a 'supportive' approach instead of an 'evaluative' approach, which is likely to encourage teachers to adopt reflective practices in classrooms.
- 2.3.11 Developing a culture of research, more particularly practice of action research, needs to be encouraged at all levels – schools and teacher education institutions. Research-informed inputs will be ploughed back into the planning and organization of professional development programmes.
- 2.3.12 In the planning process for professional development programmes, teachers' associations will be required to be involved. The potential of these associations will be harnessed in a planned way for effective organization of programmes.
- 2.3.13 It will be crucial to monitor and track how teachers are translating the training inputs and professional development inputs into concrete changes in classroom processes and addressing improvements in student learning - monitoring and follow up this kind shall be an integral part of CPD.

3.0 Looking Ahead

With the State Policy on Continuing Professional Development of Education Functionaries of the School and Mass Education Department in place, there shall be paradigm shifts in the perspective – from a simplistic one-shot in-service training to a comprehensive design for continuous, sustained and in-depth professional development in the framework of lifelong learning. If teachers and other workforce have to stay updated with an inner urge to learn, unlearn and relearn, the Department has to critically review and renew the policy framework periodically in order to bring in fresh flush of changes. The Department has also to expand opportunities for professional development. In view of the increasing importance of continuing professional development programmes, the Department has to invest more resources and at the same time optimally utilize the available funds. What is of critical importance is: doing right things and doing them well.

GLOSSARY

- Capacity Development : Enhancing a range of individual competencies, collective capabilities, assets on relationship and thereby enabling the system comprising individuals, institutions and societies to perform functions, solve problems and set and achieve objectives in a sustainable manner.
- In-service Training : It refers to those educational and training activities engaged in by primary and secondary school teachers following their initial professional training and certification that are intended to improve their professional knowledge, skills and attitudes in order that they can educate children more effectively.
- Continuing Professional Development : It refers to a planned, continuous and lifelong process whereby teachers and other professionals associated with school education 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 (management system) and the development of their organisations (schools) and ultimately enhancing the quality of learning of their pupils.
- Learning Community : Learning community refers to the processes and relationships among members that enable the entire community to learn and grow. The processes and relationships involve inquiry, dialogue, reflection and action. In context of education, it represents an ecosystem in which its varied participants (teachers, teacher educators, students etc.) are interdependent and connected in their learning and work.
- Teacher Learning Centre / Education Resource Centre : An Education Resource Centre is an enhanced library created specifically to make available to teachers, teacher educators and district planners, the range of materials and resources they require for their professional development. This is a forum and structure for interaction among teachers on a wide range of matters that affects their professional preparation and growth.
- Principle of Subsidiarity : What can be done best at a particular level should be done at that level and not at higher levels. All that can be done optimally and the lowest level should be done at that level. Essentially, it refers to decentralized decision-making and distribution of power and authority.
- Split-design Programme : In such a model of training, sessions would be of say two days followed by again meeting (of the same group with same trainers) for two or three days to reflect and to learn.
- Mediated Entry : It refers to the practice of inducting persons into a profession through carefully supervised stages that help them learn how to apply professional knowledge successfully in a concrete situation / context. One good example of mediated entry is in the profession of medicine, in which aspiring physicians serve one or more years as interns and then as residents before being considered full-fledged professionals. This calibrated stages are, however, not in practice in teaching profession.



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