



زانكۆی سه‌لاحه‌دین - هه‌ولێر  
Salahaddin University-Erbil

# **Techniques of Teacher Development**

## **Research project**

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**By:**

**Lajan Noori Saeed,  
Eman Ahmad Hamad**

**Supervised by:**

**Asst.tect. Muhammed Abdul Wahab Aziz**

**Erbil - Kurdistan**

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## **Dedication**

I dedicate this project to God Almighty my creator, my strong pillar, my source of inspiration, wisdom, knowledge and understanding. And I dedicate my dissertation work to my family and many friends.

## **Acknowledgement**

I would like to express my deep gratitude to (Asst. tect Muhammed Abdul Wahab Aziz) my research supervisors, for their patient guidance, enthusiastic encouragement and useful critiques of this research work.

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## **Abstract**

Teacher development has emerged over the last decade as an identifiable area of study and much has been written on the subject. The teacher development literature has served to disseminate information and ideas for improving teachers' and, by extension, schools' performance. It has provided the forum for discussion about the future of the teaching profession and the nature of teaching as a job. Yet, as an area of study, teacher development tends for the most part to be dominated by issues, while the concept itself and the methods that may effect teacher development remain comparatively neglected. In the teacher development literature, for example, very few definitions of teacher development may be found. This article examines the concept of teacher development and presents the author's own interpretation and definition, as well as her views on how the development of this area of study ought to proceed.

## **Section one**

### **Introduction**

#### **1.1 problem of the research:**

Teacher development has developed into a recognized area of study during the last ten years, and there is a lot of literature on the subject. The literature on teacher development has been helpful in spreading information and ideas for improving teachers' performance, which in turn will improve schools' performance. People can now discuss the condition of education and what it means to be a teacher in this setting (Blandford, S, 2000).

However, teacher development as a subject of study is typically dominated by issues, while the concept itself and the strategies that could affect teacher growth are comparatively understudied. For example, in the literature on teacher development, there aren't many definitions of teacher development. In this essay, the concept of teacher development is examined, along with the author's personal definitions, views, and suggestions for how this area of research ought to develop (Borg, S. ,1998.).

#### **1.2 Aims of Research**

This study aimed to reveal the degree of effectiveness of the continuing professional development program for the school-based teacher in improving the classroom practices of teachers in schools from the point of view of school principals and educational supervisors. It is hoped that this program, which was prepared in the light of recent successful global experiences, will lead to improving the classroom practices of teachers, providing them with the latest strategies and teaching methods in active learning, and training them to reflect on their education for their students and work to improve it, and it

presents its training materials in interesting interactive methods and through distance learning. Focusing on self-learning, and not neglecting the team spirit as it supports learning communities and the necessity of exchanging experiences between colleagues, and includes various activities that seek to provide teachers with theoretical and applied knowledge, and is concerned with involving parents in improving their children's learning effectively and employing the local environment to support that.

### **1.3 Significance of the research**

A Significance competent teacher is one who can get the most out of the few tools at their disposal to instruct the students while making learning enjoyable. So, in order to effectively deliver the material information they possess regarding their subject, teachers must be experts in teaching techniques.

### **1.4 Research Question**

What are the techniques of teacher development?

What are the advantages of each techniques of teacher development?

What are the limitations of each teacher development techniques?

## **1.5 procedure of the study**

- Determine the study population.
- Preparing the study questionnaire determined by the university to collect data in its primary form.
- Obtaining a letter facilitating a task from Al-Sharq University addressed to the Department of Education in
  - Checking the sincerity, as it was presented to a number of arbitrators.
  - Conducting a transaction on the questionnaire and processing it in its final form.
- It was distributed to a research sample.
- Cronbach's internal consistency of vertebrae, axes and instrument.



## **Section Two**

### **Theoretical Background of Teacher Development**

#### **2.1 The Concept of Teacher Development and Training**

Since then, there has been debate on the connection between theoretical understanding and real-world teaching abilities, as well as how they are portrayed in SLTE programs. As we'll see in what comes next, this subject now covers a much wider variety of topics. The distinction between "teacher development" and "teacher training," the latter of which refers to the longer-term maturity of the individual teacher through time, helped to occasionally clarify the practice vs theory gap in the 1990s. The former was connected to basic teaching abilities specific to a given teaching situation. Training includes the creation of a toolkit of teaching methods through the observation of seasoned instructors and practice teaching in a supervised setting, such a classroom(Glover, D & Law, S. ,1996).

Either via peer instruction or microteaching. The ability to master a group of skills or talents was considered to be a sign of a skilled instructor. Many teacher training schools or organizations, like the British Council, offer certifications in teacher preparation, such the CELTA (Certificate in English Language Teaching to Adults). On the other hand, training teachers demands becoming an expert in the field of applied linguistics. Universities offered teacher development credentials, typically the MA degree, although the real skills of language education were occasionally disregarded.

## **2.2 Process of Teacher Development**

According to the definitions given above, the process of teacher development is a well-planned way to improve teachers' professional capabilities and raise the standard of student learning. It is vital to remember that staff development and school development are intricately intertwined. Many educationalists have demonstrated that the growth of teachers is a cyclical process. One of the most thorough and persuasive cyclic processes has been described by O'Sullivan, Jones, and Reid (1988). It covers all the crucial steps while remaining straightforward and simple to comprehend(Hargreaves, A & Michael G. ,1992).

This cyclic graphic is helpful, according to O'Sullivan et al (1988), since it makes it possible for both instructors and students to ask and respond to the following questions: Where are we? Where are we trying to go? How do we travel there? How will we be able to tell when we arrive? They contend that a straightforward explanation of the procedure can be provided by the concept of a cyclic figure. In actuality, it is a lot more difficult(Wallace, M. 1995).