

Continuing Professional Development (CPD) for Teachers of English

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Abstract: The quality of teachers is essential in improving quality of education especially in coping with the needs of 21st century. Teachers need to be the role model for their students and for this reason, teachers need to develop their professionalism in teaching continuously. Continuing Professional Development (CPD) can be the answer of today's rapidly and technologically changing world. This paper will highlight some issues about Continuing Professional Development (CPD) through some studies about it. Some findings reveal that CPD contribute positive improvement, especially in today's rapidly and technologically changing world. There are also some findings show that CPD activities do not enable teachers to develop the skill of reflection and action on daily teaching.

Keywords: *continuing professional development (CPD), teachers of English*

Abstrak: Kualitas guru sangatlah penting dalam meningkatkan kualitas pendidikan terutama pada abad ke-21 ini. Guru haruslah menjadi seorang model bagi para muridnya dikarenakan hal ini, guru harus mengembangkan profesionalisme mereka secara berkelanjutan. Pengembangan profesional yang berkelanjutan dapat menjadi jawaban dari perkembangan pesat dunia yang diikuti dengan perkembangan teknologi. Makalah ini akan membahas beberapa isu berkenaan dengan pengembangan profesional berkelanjutan melalui beberapa penelitian terkait dengan topic ini. Beberapa penemuan mengungkapkan bahwa pengembangan profesional berkelanjutan memberikan peningkatan yang positif, terutama terhadap perkembangan dunia yang disertai dengan perkembangan teknologi. Beberapa penemuan juga menunjukkan bahwa pengembangan profesional berkelanjutan tidak memberikan pengaruh terhadap guru untuk mengembangkan kemampuan mereka dalam merefleksi dan membuat tindakan dalam proses pembelajaran.

Kata-kata kunci: *pengembangan profesional berkelanjutan, guru Bahasa Inggris*

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It is essential for teachers to become professionals by extending their roles and responsibilities in teaching continuously. Teachers must develop their knowledge and skills on an ongoing basis in order to meet the changing needs of learners in the modern world. It is in line with what UNESCO in recommendation concerning the status of teachers (2008) states that teaching is a profession that requires special knowledge and skills and a sense of shared responsibility for which must be continuously maintained for the sake of education and welfare of the students. Furthermore, most educational institutions need teachers who have the ability to keep in line with academic and educational resources and also have strategy in developing their professionalism to become successful teachers to face 21st century needs (Shoqair & Shaaban, 2013).

Teachers need to be model for their students as lifelong learners, so they must show dedication and strengthen them towards learning as their main task to make the students learn for life. Besides coping with the change, Days (1999) states that a teacher must demonstrate strong enthusiasm and desire for continuous learning so that their primary duty to make their students long-life learners can be realized. Government regulation number 19 Year 2005 about National Education Standards mentions that teachers will be facilitated to be able to develop their professionalism continuously. This program is called Continuing Professional Development (CPD).

Since the 1980s, CPD has become important in the renewal of teacher education in the world (Ding, 2001). Progressively, it is being appreciated that teaching is a particular and noble job, so that teachers, as developing professionals should achieve their maturity not only in the context but also level of their profession through lifelong learning.

In Ministry of Administrative and Bureaucratic Reform regulation number 16

Year 2009, CPD is defined as the development of teachers' competence which is carried out in accordance with gradual and continuous needs to improve professionalism. According to Hargreaves and Fullan (1992), CPD is needed to improve the quality of education standards because teachers must move forward by equipping themselves with the knowledge and skills to improve their teaching skills and student learning opportunities. Richards and Farrell (2005) also argue that it is necessary for teachers to expand their roles and responsibilities over time to find useful language teaching because language teaching is subject to rapid change. Professional development is beneficial for the development and improvement of teachers' professionalism and teachers must be aware of it.

In case of English Language Teaching (ELT), some experts and scholars declare that CPD can contribute positive improvement, especially in today's rapidly, constantly, and technologically changing world. Teachers who teach English as a foreign language should adapt to the recent innovations in language teaching theories and education technology with their students (Allwright, 2005). Mizell (2010) in the same manner also believes that CPD activities help teachers to find out the best pedagogical approaches for the improvement of students' learning outcomes.

Continuing Professional Development (CPD) for Teachers

Teachers have a strategic role in the field of education; even not infrequently other adequate educational resources are less meaningful if they are not supported by qualified teachers, and vice versa. In other words, teachers are the foundation of efforts to improve the quality of services and educational outcomes. Overall, in many cases, the quality of education system is related to the quality of teachers (Beeby, 1969).

In the context of language teaching, teachers who teach languages are necessary to keep abreast of world developments in terms of teaching careers, technology, and even students' needs. In the context of English as a foreign language (EFL), the school environment is a major challenge faced by teachers. English teachers are inclined to teach their students independently of their colleagues. The demands of the school bureaucracy sometimes make teachers -especially novice teachers- overwhelmed, and if teachers do not get feedback in the form of insight or routine supervision, they may become frustrated and less effective at work (Murray, 2010), thus professional development activities can be the solution for some of these issues (Bailey, Curtis, & Nunan, 2001).

In teacher education, CPD is an effort to help teachers update their professional knowledge and skills. As what Day and Sachs (2004) have declared, the term CPD recommends all of the teachers' activities that engage in during the course of their careers to improve their work. In reality, the learning approach in the previous generation is different when compared to the learning approach of the new generation. CPD supports teachers to acquire new techniques in teaching students of this generation and experience significant advantages from CPD relating to professional reflection and knowledge, self-confidence, articulating practices at a higher cognitive level, improving classroom management, and professional discourse (Powell, Terrell, Furey and Scott-Evans, 2003).

In Indonesia, the government also foster Continuing Professional Development (CPD) program to improve the quality of teachers which is also expected to improve the quality of education in Indonesia. The guidance book of CPD was officially published in 2012 as reference and source of inspiration for those who will and have been involved in implementation of CPD.

CPD Activities

As stated in the regulation of Ministry of Administrative and Bureaucratic Reform no. 16/2009, CPD focuses on education services and professional development in activities of self-development, scientific publication and innovative works. Self-development means increasing professionalism so that teachers have competencies that are running correspondingly with national education regulations or policies as well as the development of science, technology, and art. It includes workshops, seminars and participation in scientific activities. Scientific publication means publishing scientific papers aimed at the community as a contribution from teachers towards improving the quality of education in schools and the world of education in general. It includes presentation at scientific forum, scientific, textbooks and teacher guidelines publication. Innovative work means contributing new works as a mean of development and modification in order to improve the quality of learning process in schools as well as education, technology and arts development. It includes invention of appropriate technology, discovery or creation or development of art, modification of learning tools, and preparation of standards, guidelines, and questions at the national and provincial levels (Book 1 of Guidelines for Managing Sustainable Professional Development 2012). By participating in CPD activities, teachers will gain credit score which can develop teachers' career in promotion of functional teachers.

CPD activities do not have to be under the supervision of the ministry of education alone. According to National College for Teaching and Leadership, CPD activities themselves can be obtained through informal experiences; professional reading, internet, web-based materials, new strategies in the classrooms, action research projects, and undertaking award-bearing courses of advanced study. Meanwhile, Lieberman

(1996) classified CPD into three types: direct teaching, such as courses, workshops and so on; learning in school, such as peer coaching, critical friendships, mentoring, action research, and task-related planning teams; and out of school learning, such as learning networks, visits to other schools, school-university partnerships and so on.

The Positive Impact of CPD

It is believed that participating in professional development activities has impact on teachers' ability to gain and develop skills, knowledge, and emotional intelligence which are absolutely necessary to good professional thinking, planning and practice with their students and coworker through every phase of teaching lives (Borko, 2004; Buczynski & Hansen, 2010; Day, 1999; Gabriel, Day, & Allington, 2011; Poskitt, 2005).

Powell et al. (2013) observe that teachers perceived immediate gains related to reflecting more deeply on their practice, longer-term impact on teachers' knowledge, reflective practice, and pupils' achievements.

CPD also has positive impact on teachers' professional and personal lives. It was found that training had affected teachers' professional practice positively. It helps teachers to rethink their working practices in the classroom. Meanwhile, CPD has a positive effect on personal and intimate relationships and personal development (Davies & Preston, 2002).

The Issues of Continuing Professional Development (CPD)

Chang (2010:9), cited Hattie, mention that there are 5 factors determining the students' study outcome. They are (1) learners' characteristics (49%), (2) teachers (30%), (3) school environment, (4) family environment, (5) friends, which have 7% for each. It means that teachers have big influence on the students' success. Furthermore, teachers have important key in

designing, supervising and assessing effectively and innovatively in education practices to improve students' outcome (BCTF, 2009). In the same vein, UNESCO reveals teachers are one of the most influential and powerful forces for equity, access and quality in education and key to sustainable global development.

However, their training, recruitment, retention, status and working conditions should be monitored. Tanang and Abu (2014) state that the students' learning achievements are based on teacher preparation to do teaching practices which are supported by teacher's knowledge and skills, attitude and practice. Therefore, it requires a teacher to have good competences and performance, involve in professional development actively, engage knowledge with the current issues in innovative works, conduct the tasks ethically, and show commitment or responsibility in teaching practice at school.

Worldwide Studies

According to Fullan (2001), the biggest field of struggle is not in learning new skills, but in implementing them. A study from Agbayahoun (2016) that focused on EFL teachers' views on professional development, their experiences in the area, teachers' knowledge and opinions about inquiry-based teaching indicated that though the EFL teachers often have participated in teacher development activities, these activities do not enable them to develop the skill of reflection and action on practice as they are patterned on top-down models of teacher development and happen in a one-shot workshop-style. That was what happened in the Republic of Benin.

Macheng (2016) conducted a study about CPD of teachers in Junior Secondary Schools in Bostwana which examines the significance of teacher CPD in Bostwana. The result of his study showed that there was lack of structures or programmes in junior secondary schools which facilitate

teacher development.

Indonesia

In Indonesia, Murni (2015) conducted a study analyzing the performance of certified teachers after certification, the efforts of certified teachers in developing continuous profession, obstacles in developing continuous profession, and the headmasters' support toward development of continuous profession in VHS Muhammadiyah 3 and 6 Sragen. The result was there was no significant changing in certified teachers' performance after getting teacher professional certificate. Teachers' effort in developing continuous profession, self-development, making scientific research and making innovative equipment is not optimum.

Nurkolis, Yuliejantiningasih, and Sunandar (2017) conducted a study which focuses on the effectiveness of Continuing Professional Development (CPD) implementation for teachers in Demak District Central Java Province. The result of the study showed that CPD implementation there have been running effectively in forms of training activities, workshops, seminars, scientific meeting, etc.

Priajana (2017) found that EFL teachers' professional development were only in form of institutional and non-institutional activities. In area of institutional activity, EFL teachers had conversations in English with their students & English teachers, informal discussion, peer observation and peer coaching. In area of non-institutional PD activities, the subjects shared some activities such as getting involved actively in English teacher forum, attending seminars, workshops, teachers' trainings, having language proficiency test, teaching experiences at English course, being a coach and an adjudicator of English debate, having comparative study, and implementing lesson study.

Wuryandini (2014) in her study about needs and problem analysis of CPD for Certified Vocational High School teachers in Semarang city found that there was a

small proportion of teachers have implemented the appropriate sustainable professional development minimum of credits score and most of teachers have executed agreements but do not meet all the sub-elements of CPD and credit score has not compiled with the minimum of credits score required.

CONCLUSION AND SUGGESTIONS

To improve the quality of English education in Indonesia, teachers of English must involve in CPD activities. These CPD activities that consist of three elements: self-development, scientific publication, and innovative work—should be crucial activities for teachers of English to fulfil. Teachers are also expected to utilize the knowledge and experience they have acquired from professional development activities into their classroom practices.

Seen from some previous studies, teachers in Indonesia emphasized more in self-development activities like participating in seminars and workshops. It means that teachers are less participated in terms of scientific publication and innovative work. It causes the less optimization of the purpose of CPD that is to improve the quality of education services at schools as well as improving the quality of education (Manual Book of CPD, 2010).

As solution, there are some recommendations addressed to teachers of English and government of Indonesia to minimize the weaknesses in the future. For teachers, (1) teachers must be aware that this world is changing rapidly and constantly. The students are also getting smarter technologically. Thus, teachers must develop their knowledge sustainably and skills hand-in-hand with the changing of world so they can control the condition and

situation of students nowadays, (2) since there are many PD activities offered and some of them are not suitable and relevant for teachers' needs, it is necessary for teachers to be selective and critical in

undertaking the activities, and (3) teachers should be knowledgeable in applying skills and knowledge they have acquired from PD activities.

For the government of Indonesia, (1) the PD activities done by teachers, such as training, workshops, peer observation, and discussion among teachers must be evaluated more effectively and need to be extended to provide feedback on the success of the CPD and determine further CPD needs for teachers (Smith, 2002) and (2) there should be rules for every school in Indonesia to oblige each headmaster to evaluate teachers' performances in classroom teaching to see whether there is improvement for teachers after joining the PD activities.

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