Lecture Five: Models of Development

1. Introduction

Teacher education development is a bottom-up process of regarding one's teaching. It is in fact based on an external agenda. This means that in no way can it be dished out from managers. What worth noting, is that the models of teacher development are many and diverse, but all of them aim at putting the teacher in a strong position so as to provide effective teaching.

2. Who is responsible for teacher development?

The question of who is responsible for teacher development is a two-fold issue. First, if development is regarded as a personal process that the teachers themselves have to initiate and willingly engage in, then responsibility is entirely placed on them. Edge (2002) thinks that there are at least three major reasons for what she referred toas "A do-it-yourself approach". These are :

- Favouring a "bottom-up" approaches to learning ,making teachers taking charge of their development individually or collectively, and therefore, reflect on the own needs areas of interest.

- Making teachers feel more ownership of the process and follow through with it.

- Responding to the insitution's lack of attention to promoting teacher development.

Second, development initiated and supported by the institutions (schools/universities)to:

- Make it(development) successful and effective.

- attract teachers to the institution as the best place to develop in.

- foreground teachers as learners ,whom, in turn, will model a learning culture to their students, which is likely to inculcate in them a positive attitude towards learning .

Without the support and active encouragement of the institution teachers may not realize both the importance and the need for their development .What is more, many of them may lack the necessary resources to take further steps in their development.

Yet, it seems quite unrealistic, for a committed teacher, to fully depend on the institution to shape his/her development. According to Edge(2002) development is achievable even within unpromising environment. In many cases, adds Edge, unfavorable environment might serve an incentive towards development. Ideally, it is of no use to shelve one"s development by waiting others or blaming them.

3. The Process of Teacher Development

The question that de facto comes into play when the notion of teacher development is evoked is how this development can be achieved on the grounds. Wealth of literature has been produced about this problematic issue. Freeman (1989) has suggested a descriptive model of the components of teaching are to be developed.According to Freeman, there are, atleast, four areas teachers can develop. These are respectively:

- .Skills.i.e. the teacher learns to do something ,for instance giving instructions ina clear way.

- Knowledge.i.e. the teacher develops his /her cognitive knowledge. For example,to learn about how English sounds are produced .

- Awareness.i.e. learning to use senses, namely eyes and ears, to better find

out and control what happens in the classroom while teaching.

- Attitude.i.e. an area of learning that lends itself to assumptions about teaching, the teacher him/herself, his/her culture , the students and their perception of the teaching strategies being used by the teacher.

4. Models of Teacher development

The teacher"s own development is strongly linked to the ways s/he grows and changes in the aforementioned areas. Hence, it would seem wiser to look at seven different ways (models) of development.

4.1. The Deficit Model

Unsurprisingly, traditional models of teacher learning that originated in the 1960s and 1970s were strongly influenced by the behaviourist learning theories which were predominant at that time. To be a teacher during that era necessitated appropriate training by experts, starting from point zero. In other words, the novice or the newbie teacher, so to speak, was considered as "tabula rasa" to be filled with the adequate theories and necessary skills. This idea, however, is, to some extent, still prevailing in a good number of initial training courses, such as the TESOL courses. Teacher trainers in the mid-eighties favoured working with younger trainees rather than with older trainees who used to come with baggage experience and ideas which have to be erased.

The "deficit model" is in essence identified with formal training that seeks to improve skills and instil better habits in younger teachers .Within this model, the teacher is looked at as being lacking in relation to an ideal. This was particularly true for non -native teachers who exhibited a language deficit compared to natives However, this model was down played by many experts,

such Marland (1995:49)who reckons that

> **the explanations given by teachers for what they do are typically not derived from what they were taught in teacher education programs…Rather, the classroom actions of teachers are guidedby internal frames or reference which are deeply rooted in personal experiences, especially in -school ones, and are based on interpretations of those experiences.**

4.2. The Science Model

The science model or else the science-research model states that teachers learn from the methods that research has suggested and/or proved as being effective. The Audio-Lingual Approach or the Neuro-Linguistic Programming (NLP) are examples that might be classified under this category. The teacher following this way of learning is supposed to take interest in up to date published research on methodology/he is urged to seek evidence beyond hid/her personal experience and intuition. The science research model, which encourages the teacher to keep pace with the latest in the field of language pedagogy, has been praised by Clara as she argues that **"I enjoy knowingmore and more about the world of TEFL and the English language and being able to employ this knowledge in the classroom."** (Cited in Zahorik,1996:21)

This model is also helpful in taking decisions vis-à-vis teaching practices. For instance, the teacher reads that recent studies have evidenced the fact that the third personal „s‟ tends to be a problem for many EFL learners and ,in many cases , it is acquired late; therefore, s/he decides to stop over correcting such a mistake immediately.

4.3. The theory philosophy model

This model of learning claims that teachers are bound to moral or political values. In other terms, teachers are guided by what should or ought to work. Communicative and humanistic approaches, for example, can be included under this category. The conception that foreign languages are successfully learned when the process is student-centred, with the teacher assuming the role of a facilitator, not that of an authoritarian, as s/he continuously helps students to better their learning and making them well aware of the sources of their weaknesses. This recent trend in language pedagogy has developed in line with the late 20th century western democracies. Hence, if the teachers seek to learn this way s/he is likely to fit his/her teaching to ideas and principles, not to hard facts and s/he will value those ideas to results of studies(Duncan Foord,2009). Put differently, a teacher holding this conception would prefer approaches over methods.

4.4. The art-craft Model

This model of development lays heavy emphasis on the inventive aspect of teaching. Considering teaching as invention and personalization, Richards and Farrell (2005:29) state that teachers **"acquire a personal repertoire of specialized skills and techniques and that these may be unique to each teacher and hence in some sense unpredictable."**

Art- craft teachers, so to speak, centre specific attention on developing their experiences; they strive to gather maximum benefit from the time they spend in the classroom with their students in the classroom. It is this way that

they succeed in building rapport and understanding which, in turn, encourage them to uncover mysteries in learning and teaching , and most importantly, acquire the know -how to cope with them. Moreover, teachers adopting this model like to improvise as they take decisions intuitively focusing on what seems to work ,not what should work or what proved to work. (Richards and Farrell2005)