

Lecture Six: Teacher Training Vs Teacher Development

1. Introduction

Ample evidence indicates that teacher training and teacher development should be viewed complementary. Significant assertion note that teachers who have been agents of a special training, can embark in the concept of TED with better equipments. These teachers whose teaching strategies were acquired in a top-down way(instructional methodology) might react positively to TED when disclosed to them in a special training course.

2. Teacher Training Vs. Teacher Development

Recently, a distinction between „teacher training“, „teacher education“ and „teacher development“ (Wallace 1991) has been made in teacher education programmes. Initial teacher education (ITE) programmes are often associated with teacher training, practice that Ellis (1990) regards the result of convenience and tradition than principled decision making; and in-service teacher education and training (INSET) programmes with teacher education and development.

According to Freeman (1990) the impact of INSET is therefore teacher development, a strategy whose goal is to foster independent teachers who know the purpose and the reason of their doings. What, then, does teacher educator involve and how does it differ as concept from teacher training?

The distinction between education and training can be formulated in the following way: Training is a process of preparation towards the achievement of a range of outcomes which are specified in advance. Widdowson (1990), argues:

Training then involves the acquisition of goal-oriented

behaviour which is more or less formulaic in character and whose capacity for accommodation to novelty is, therefore, very limited. Training, in this view, is directed at providing solutions to a set of predictable problems and sets a premium on reflecting expertise.

(Widdowson 1990:62)

Teacher education on the other hand is not predicted on predictability. In this way, it is concerned with the learning atmosphere which is created through the effect of the teacher on the learners, and their effect on the teacher. Its vitality is centred in the power; it gives teachers to make real choices. Widdowson (1990) also asserts, in the respect of teacher education, that it provides for situations which cannot be accommodated into preconceived patterns of response but which require a reformation of ideas and the modification of established formulae. It focuses, therefore, not on the application of ready-made problem-solving techniques but on the critical appraisal of the relationship between problem and solution as a matter of continuing enquiry and of adaptable practice. It is; therefore, to be stressed that teacher education is gaining and will, by all means, gain more ground in the process of language teaching since it offers betterments and successful teaching.

The shift in emphasis from teacher training to teacher education and development has also led to notions about a shift from university-based training to school-based practices. England (1998) sees school-based teacher theory education as helping to eradicate the divide between theory and practice, or between academic and professional preparation so that course work combined with practical real-world experiences become the norm in many programmes. Wallace (1994:16) is cautious that the observation of “master teachers” need not imply imitation by the trainee (behaviourist orientation) but a way of providing „another kind of experience to be analyzed and reflected on and then related to

the trainee's own practice. The following table shows the clear division between training and development principles. (Benmoussat 2003:262)

Table 2.1 Adapted from Paul Davis. Difference between teacher training and teacher development

Teacher Training	Teacher Development
Imposed from "above"	Initiated by self
Competency based	Holistic
Short term	Long term
One-off	On-going
Temporary	Continual
Input from experts	Input from both participants and external sources
External agenda	Internal agenda
Isolated	Collaborative
Stresses professional skills	Stresses both personal development and professional skills
Disempowers individual teacher	Empowers individual teacher
Skill/technique and knowledge based	Awareness based, angled towards personal growth and the development of attitudes/insights
Compulsory for entry to the profession	Non-compulsory
Top-down	Bottom-up
Product/certificate weighted	Process weighted
Means you can get a job	Means you can stay interested in your job
Done with experts	Done with peers

Another distinction has been made between teacher training and teacher development with respect to their conceptual framework and implementation. Teacher development is viewed as a continuous process that begins with pre-service teacher preparation and spans the entire career of the teacher (Sithamparam and Dlanotharam 1992). Teacher training involves giving novices and experienced teachers alike “ready made answers” as opposed to allowing them to discover their own alternatives (Lucas 1988).

The following table is made up according to the distinctive features of training and development set by Davis and Plumb (1988:40)

Table 2.2 Distinctive features of training and development

Training	Development
Entails a pre planned agenda set by the work place or syllabus	Impromptu flexible agenda
Needs of workplace	Personal needs
Qualifications	Career development
Leader and experts	Peer group
Standardization	Innovation

Training is seen as a concept where the trainee passively undergoes a period of conditioning during which the dos and the don'ts of classroom practice are inculcated. Only after this basic training, the teacher trainer becomes concerned on empowering trainees to become agents in their own development. It is useless then to argue about in-service training at the level of the university,

since the training sessions that almost all teachers benefit take place abroad in foreign universities in a given period of time, but whose objectives are ambiguous or sometimes unknown. All in all this is not the way INSETS should be viewed and undertaken. What in fact experts advocate is different from what is articulated in the Algerian universities. Hereby, Freeman defines training as a strategy for direct intervention by the collaboration in the teacher's teaching. He posits that

the intervention is focused on specific outcomes achieved through a sequence of steps, within a specific period of time...it is based on the assumption that through mastery of discrete skills, teachers will be effective in the classroom (1989:39).

Freeman considers development as a strategy of influence and indirect intervention that comes with complex, integrated aspects of teaching. These parts are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting his/her awareness. The questions that motivate the teacher to go on learning come from the sense that s/he has the potential within him/herself to become a better teacher through deepening his/her own understanding and awareness of him/herself and of his/her learners .

3. Teacher Training and Teacher Development Complementary

In order to capture understanding and awareness of himself and of his learners the right effectiveness of English language teaching, an educated teacher should not be in quest of innovation and reject conventional practices out of hand. Hence, teacher education development, on its own, is not a very sufficient means for bringing about innovation and change (Benmoussat: 2003).

It is much better then, to consider training and development as two complementary components of a fully rounded teacher education. Teacher training essentially concerns knowledge of the topic to be taught, and of the methodology for teaching it. It emphasizes classroom skills and techniques. With these in mind, many teachers can, indeed, attain a myriad of educational objectives; whereas, teacher development is concerned with the learning atmosphere which is created through the effect of teacher on the learners, and their result on the teacher.

All too often, Teacher Education Development becomes compulsory whenever the training courses have proved to be inadequate and unable to foster dynamism and teaching effectiveness among teachers while doing their job. Any training course, either pre-service or in-service can be subject to critics due to their shortcomings. Therefore, along with teacher training, teacher development is a vital component in teacher education development fills the gap in training by giving teachers the possibility to reflect on classroom practices, gain insights into teaching experiences, view education as a long- term process, and deal with change and divergence. (Richard and Lockhart1996)

The conclusion that can be drawn from what has been said is if both processes are undertaken interchangeably, they will give birth to effectual and achievable aims. In this way, the teacher is guided to the path of a successful, comprehensive and intelligible educational development from the outset i.e. at the level of the university.