

The Significance of Models of Continuous Professional Development in Promoting Quality Teaching and Learning in Schools

Hasha Rio¹, Wadesango Newman²

University of Limpopo, Republic of South Africa

Abstract

Continuous professional development (CPD) of educators is a crucial function within school environments and operations as it is deemed to help develop teachers into more effective educators. At its simplest form CPD can be viewed as the development of educator skills, knowledge and overall competence in promoting student achievement. The view is that improving teacher quality can improve learning outcomes for students. Teachers are constantly faced with new challenges or opportunities within their teaching context and might need some insight, knowledge, support or creative ideas on how to handle these situations. The single most significant factor why teachers should be professionally developed is based on the conviction that the quality of teachers influences the quality of the learners' experience and achievement in a positive way. Presently in South Africa there is an energetic political press to judge teachers' quality by measuring learner performance. Raising the quality of teacher performance through teacher development programmes is essential. A desktop research methodology was engaged in this study. Basically the desktop research involved collecting data from existing credible published resources. The authors sourced and reviewed literature on the topic. Among others, these sources included journal articles, books, magazines and newspapers. In the light of the scholarly literature, the purpose of this paper was to show the importance of CPD as guided by models of educator continuous professional development programmes.

Key words: Continuous professional development, skills, knowledge, competence, student achievement, desktop research, models.