

The Future of Professional Development - From External to Internal Knowledge

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Abstract

The aim of teachers' professional development processes is to improve the professional abilities of teachers working in schools. The Covid-19 pandemic has significantly accelerated the pedagogical changes taking place in schools due to the requirement to learn remotely, use technological tools in teaching and learning, and place greater emphasis on students' emotional and social needs. The present study examines what teachers need from present and future professional development processes, and what they expect from the facilitators regards their future professional development. A questionnaire was administered to 264 teachers and student teachers in the final stages of their studies. The findings reveal that guidance skills, ability to manage student learning (supervision, guidance, training, discipline), and psychological resilience received high scores as required skills for the future. The respondents prefer their future training to be provided by professionals with close ties to schools, such as experienced teachers and school principals. Given how professional development processes are currently conducted, the findings can indicate the required changes, at least according to teachers' preferences regarding the nature of their professional training, the studied content, and the identity of their instructors.

Keywords: School Teachers, Professional Development, Training, Covid-19 Pandemic