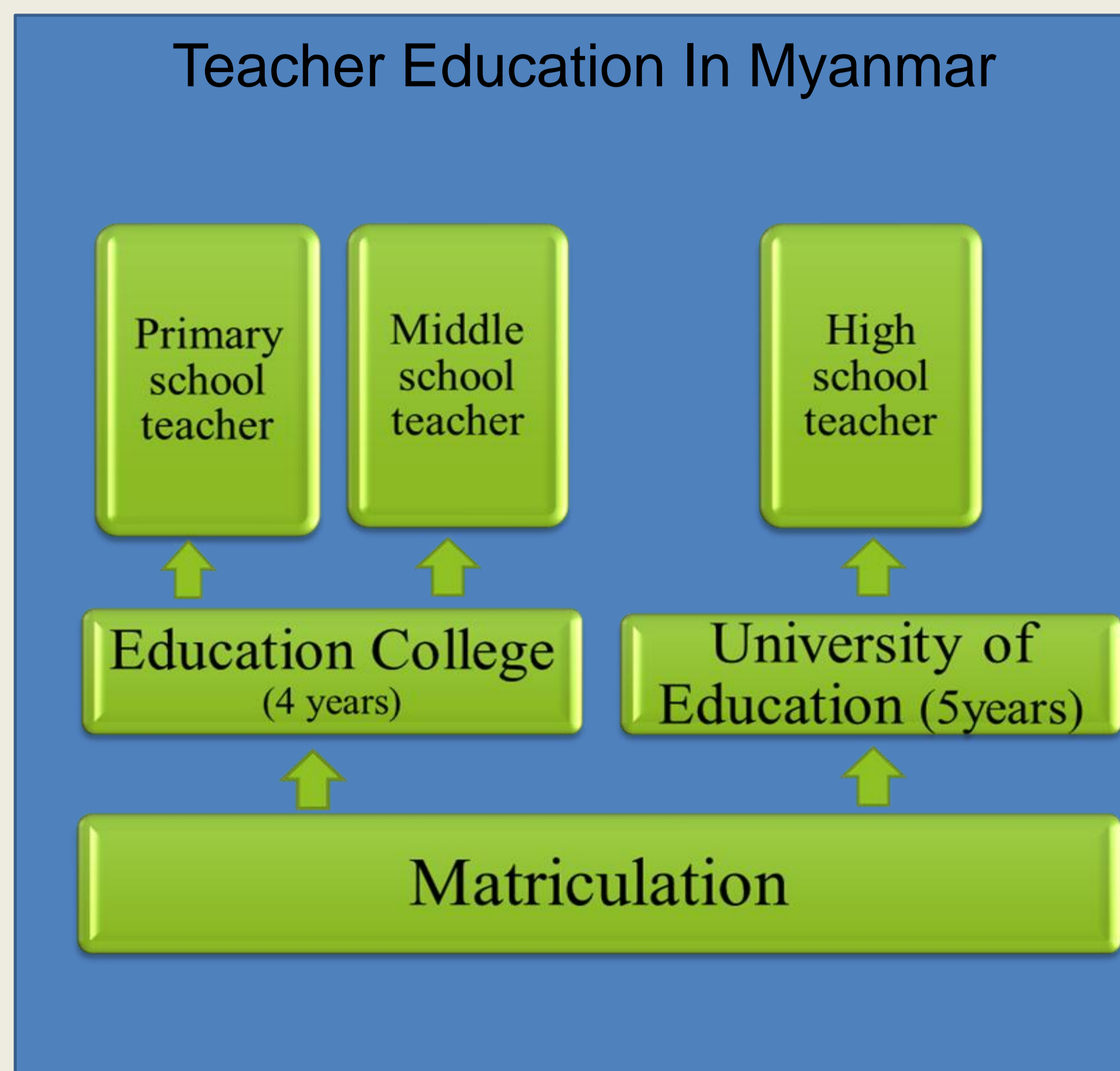


# Continuous Professional Development for Teacher Educator Development in Myanmar Education Colleges

Moet Moet Myint Lay ( Ph.D. student, Eotvos Lorand University),  
Dr. habil: Aniko Kalman,(Budapest, University of Technology and Economics)

## Abstract

Continuing professional development means to obtain new knowledge and new skills for a current job, to improve career opportunities in a field by the systematic education (OECD, 2000). This article aims to explore an in-depth understanding of the continuous professional development for teacher educators in improving the teachers' training program. The qualitative method was conducted in this study through semi-structured interviews. Six teacher educators from Education Colleges participated in the study. The interview results revealed that professional development is the attainment of required pedagogical knowledge and skills to nurture the students to become creative and critical thinkers. Teachers need to participate in different sorts of activities such as professional conversation, lesson study, training programs, workshops, and seminars. This study concludes with the practical implications in CPD activities of teacher educators.

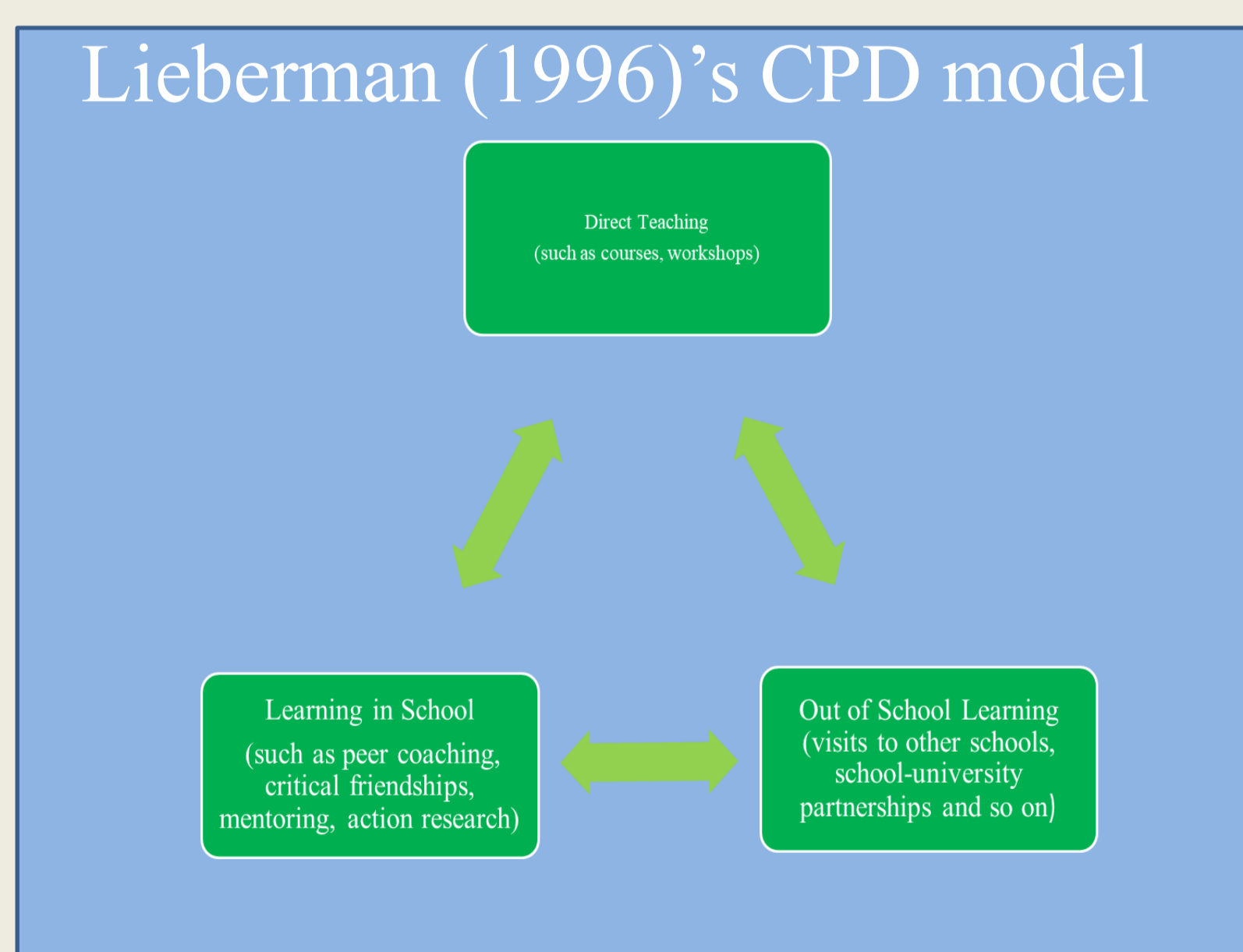


## Background

In the Myanmar teacher education training system, there are three universities, and 25 education colleges and teacher education courses are provided at both the university and college levels. 1. **Universities of Education (UOE)** offer a five-year plan of B.Ed qualifying teachers to teach in high school; 2. **The University of Development of National Races (UDNR)** provides free teacher training to ethnic minorities; 3. **Education Colleges (ECs)** support a four-year program of B.Ed qualifying teachers to teach in primary and middle school; the ECs are affiliated to a UOE. Although all teachers expect to be qualified, they can qualify in a subject other than teaching and then get a post-graduate diploma (Ministry of Education, 2004). The role of teachers is critically important for the development of our country. Myanmar is now facing the problem of a shortage of qualified teachers. In practice, some professional development activities are conducted in teacher education. Therefore, this study is significantly important not only to improve the quality of teachers but also to develop professional learning communities.

## Review of related literature

Steyn (2008) stated that continuous professional development (CPD) in education has very urgently needed for the professional development of educators because educators are required to perform effectively in their classrooms. Furthermore, by emphasizing learning and the development of educators, teaching-learning processes increase the goals and quality of learner outcomes in the school. (Steyn, 2008, p.16). Figure 1, which illustrates the Lieberman (1996) CPD model, indicates that the identification of direct teaching, Learning in School, and Out of School Learning techniques is the provision of continuous professional development opportunities.



## Purpose of the Study

The study aims to explore an in-depth understanding of the teacher educators of continuous professional development for their professional development. The significance of the study is focused to improve the continuous professional development of teacher educators in Myanmar for improving their teaching skills and student learning.

## Research Questions:

- (1) How do teacher educators in Myanmar understand the ideas of continuous professional development for their professional development?
- (2) What are the challenges to implementing continuous professional development? and
- (3) What CPD is needed for all teaching staff in Education College?

## Methodology

Participants are six teacher educators who come from education colleges in Myanmar. Semi-structured interviews were conducted individually and face-to-face. Of the six interviewed participants, three are Male teacher educators and three are Female teacher educators. For ethical considerations, the researcher gives them the names 'Participant A, B, C, D, E, and F' in this study. All the participants who answered the semi-structured interviews are between the age of twenty-nine and forty-five. All of them are "talent teacher educators" or "experienced teachers" in the selected study. Items for interviews were derived from the literature review and focus on the current research questions and context.

In the current, Myanmar was under a military coup from the 1st of February 2021. Civil resistance efforts are emerging within our country, in opposition to the coup, in numerous forms, including acts of civil disobedience, labor strikes. According to the Military coup, the government cut off the mobile internet connection nationwide. Moreover, the COVID-19 pandemic spread in Myanmar, and most schools are closed, making it difficult to contact teachers for interviews and this makes difficult any type of research work. So, the interviewee is only six teacher educators.

## Findings

The present research has three major findings. Firstly, it revealed that professional development means teachers need to participate in different sorts of activities such as professional conversation, lesson study, training programs, workshops, and seminars. It also includes reading books, asking from experienced teachers' teaching, and discussing in online forums. Secondly, it was found that teachers believe their principles can support teachers for their professional development. Teachers have insufficient time and resources for their professional development. Thirdly, the study showed that teacher in Myanmar is not satisfied with the current practices of the teacher training programs. The professional development of teacher educators in Education Colleges will have to support which implement flexible innovative pedagogical approaches, and academic achievement. For accredited CPD training programs, the involvement of educational institutions and Colleges is essential.

## Conclusions

-The initial findings of a pilot study conducted as part of a wider study focusing on developing a CPD of teacher educators in Myanmar.  
-Myanmar is now trying to improve its education system by promoting the quality of teacher programs. (pre-service and in-service training courses).

- It needs to possess qualified teachers to achieve its educational vision of producing productive human capital to face the challenges of the knowledge age.
- The findings of the study could be used to make

teachers understand what to do to become qualified teachers.

-Also, the pre-service and in-service teacher training programs should be providing more training programs to be more productive for teachers than the existing conditions.

## Limitations

- The unavailability of reference materials from Myanmar might be an additional drawback.
- Small sample size
- Future studies need to be conducted with a larger sample size to get a better understanding of these problems.
- Unfortunately, the study did not include the voices of school principals and stakeholders regarding the impacts of current practices of teacher development.
- This study suggests that Colleges in Myanmar need principals who care about teacher professional development. Therefore, further research should be undertaken to explore the leadership styles of principals that support the CPD of teacher educators in Myanmar.

## References

- Ministry of Education (2004). Development of Education in Myanmar
- OECD (Organization for Economic Co-operation and Development) (2000). Where Are the Resources for Lifelong Learning? (Paris: Organization for Economic Cooperation and Development).
- Steyn, G. M. (2008).Continuing professional development for teachers in South Africa and social learning systems: conflicting conceptual frameworks of learning. Kores 73(1): 15 – 31.

List of Teacher and student in Ministry of Education (2019-2020 AY)

No	Basic Education Sector		Higher Education sector						Total	
	Teacher	student	Teacher Education Colleges (25)		Art and Science University (48)		Technical University and computer University (60)		Teacher	Student
			Teacher	student	Teacher	Student	Teacher	Student		
1	432439	9138507	1906	11221	21442	555899	6456	61314	462243	9766941

\*Sources by Administrative office in the Ministry of Education

- This is not included eight ministries (Defense, Border Affairs, Religious Affairs and Cultures, Agriculture, Livestock and Irrigation, Transport and communications, Natural Resources and Environment Conservation, and Education Health and Sport.)