

Continuous Professional Development of Teacher Trainers in Myanmar during the Pandemic

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Introduction

- ❖ To place great emphasis on continuous professional development of teacher trainers, Ministry of Education in Myanmar arranged trainings and workshops for teacher trainers to improve their pedagogical skills, English skills and ICT skills.
- ❖ Win (2015) also suggested that professional development based on the responsibilities and roles of each staffs is necessary in higher education sector.
- ❖ National Teachers' Competency Standard Framework made up of four key domains: professional knowledge and understanding, skills and practice, values and dispositions, and professional learning and development. The last domain deals with teachers' continuing professional growth and development (Dabrowski & Spink, 2020).
- ❖ During the pandemic, workshops and training for teacher trainers were swiftly moved from face to face to online.



Source: <https://www.britishcouncil.org.mm/TREE-project>

RESEARCH QUESTIONS

- (a) which challenges did teacher trainers overcome during?
- (b) what are the advantages for continuous professional development of teacher trainers during the pandemic?.

Interview Questions

1. What is your understanding of CPD?
2. How do you usually improve your CPD?
3. During the pandemic, what are the activities of your CPD?
4. How do you feel attending workshops/training online?
5. Would you elaborate the barriers you faced?
6. After attending the online-CPD program, what are the changes/advantages of your CPD?

Significance of the study

According to Teachers' Competency Standard Framework, it promotes the importance of all teachers being conscious of their position as leaders within the community and emphasizes the need for active research to support teachers' classroom success and continuing professional growth. When Covid-19 shut down all schools on March, professional development programs are still implemented in different ways. Thus it becomes necessary to examine the continuous professional development of teacher trainers in Myanmar during the Pandemic.

Purpose of the study

The main purpose of this study is to discover the continuous professional development of teacher trainers in Myanmar during the Pandemic.

METHODOLOGY

Research method- qualitative method
 Sampling- simple random sampling technique
 Expert validity
 Data analysis- Inductive analysis

PARTICIPANT

Six Teacher trainers in Pyay Education Degree College

INSTRUMENT

Semi-structured interview

There are 60 teacher trainers from various departments in PEDC. Generally these departments can be classified into three main categories, namely: Education departments, Methodology departments and co-curricular departments. Two teacher trainers from each main department are randomly selected to participate in this study.

The data collection method for this study is in-depth semi-structured interview with individual teacher trainers. Semi structured interviews allow the researcher to prompt the interviewee if they are looking for more information or find what they are saying interesting (Smith, 2015). The collected qualitative data are coded and analysed inductively.

Discussion and Conclusion

- ❖ Most of the teacher trainers are afraid of the electricity off and they faced the problem that the internet connection is slow while they are attending online trainings for their professional development. Only few teachers are not familiar with the online learning app at the beginning days of the online workshops and trainings.
- ❖ They discovered themselves they had improved their professional development and mentioned the advantages of the online programs. Their ICT skills are upgraded, they can communicate with national and international experts in academics during the pandemics. Finally they become confident to deliver teacher education to their prospective teachers.
- ❖ It can be concluded that continuous professional development of teacher trainers were implemented even during the pandemic. It can also be supposed that these professional developments will lead to lifelong learning of teacher trainers.



Findings

The findings were based on the experiences gained by participating in online trainings.

Challenges	Advantages
electricity off	improvement of ICT skills
poor internet connection	better communication, life skills
difficulty in the use of learning apps	confidence to implement online teaching