PRE- AND IN-SERVICE TRAINING AND DEVELOPMENT PROGRAMS

INTRODUCTION

The most valuable asset an educational institution has is, without a doubt, its teachers. The development of effective ways of integrating new teachers into the institution and the establishment of in-service programs designed to keep the teaching staff abreast of the latest developments in their field should appear at the top of any supervisor's list of priorities. School administrators and supervisors in particular need to establish a training and development philosophy which will guide them in setting up both pre-service and in-service programs striving to satisfy the needs and concerns of both the institution and the faculty. This paper attempts to shed some light on factors which must be considered when establishing such programs.

TRAINING AND DEVELOPMENT

Donald Freeman (1982) makes a useful distinction between the terms training and development. Training is what is generally considered to be learning the "tricks of the trade". It's purpose is to build and reinforce specific teaching skills such as how to sequence a lesson, how to teach a dialogue, etc. These skills can become second-nature through time. Training primarily addresses immediate specific needs. The very word training brings to mind a certain deficiency in performance requiring, through training, a remedy.

Development, on the other hand, focuses on the individual teacher and implies a process of reflection, examination and change which leads to personal and professional growth. There is a constant expansion of skills and understanding concerning the nature of teaching and learning. The teacher and supervisor together are co-responsible for learning--for exploring new ideas in order to ward off professional atrophy. Expressed in other terms, training concentrates on keeping a teacher (or teachers) up to a certain standard. This promotes conformity, reducing, to a certain extent, a teacher's alternatives. Development focuses on continually raising the standard or quality of work to ever higher levels by increasing the range of alternatives available to the teacher. In the long run, development is something that teachers should do for themselves of their own accord. While training retains its traditional connotation of providing guidance or instruction, development is the term currently preferred for most on-going in-service programs.

Nevertheless there is a place for training in both pre-service and in-service programs. Orientation sessions usually involve information-giving and ensuring that teachers follow a certain methodology, thereby conforming to a set standard and way of doing things, at least initially. Development is a process which can and should be gradually integrated into the in-service programs so that teachers eventually become responsible for their own growth.

Training in its broader sense can include any act which the supervisor undertakes, such as guiding, directing, instructing, etc. the employee in performing the job. It does not necessarily involve a particular "program" but may include day-to-day job-related contact.

Teachers as a group consider themselves capable professionally and therefore in no need of a lot of training per se, particularly on-the-job training. This is especially true if they have had previous training in school or at a previous job. This can become quite a delicate issue in some cases once the teachers have settled into the institution.

It is assumed that teachers hired for a job already possess basic knowledge about the subject matter that they are going to teach. Given the nature of language teaching, the subject matter of which is fairly stable, it is hardly ever the language itself which forms the content of a training or development program, but rather the methodology employed in teaching.

PRE-SERVICE PROGRAM

Now that training and development have been defined, it is necessary to turn to the terms pre- and in-service. First of all, service means the present teaching position; that is, the one both the (new) teacher and the supervisor are involved in. The prefixes pre- and in- combined with service indicate temporal relationships with the service. Pre-service indicates something which has come before the present teaching situation. This can include a teacher's educational background, attendance at and participation in professional events, selfinstruction and previous experience (or other service). The supervisor of a current job cannot be actively involved in these aspects of pre-service, just as it is impossible for the supervisor to be involved in post-service. The time period under consideration here begins at the moment of signing a contract or otherwise making a formal agreement between institution and teacher and that service ends, if and when it does, the moment the teacher leaves the particular institution in question. However, by reviewing a new teacher's records, a supervisor may learn something about him/her and this information may provide clues for setting up a training and development program for this particular teacher.

Pre-service can also include another concept which does fall within the realm of the supervisor's responsibilities. This pre-service usually consists of orientation sessions before the actual start of the teaching assignment. It would be a poorly organized institution indeed that would hire a new teacher, tell him/her to teach X, direct him/her to the students and say "there you go," leaving the teacher to sink or swim. New teachers, although coming from a wide variety of backgrounds, should be given orientation concerning the institution's policies and administrative procedures, as well as specific guidelines as to how to teach or what the school's acceptable methodology is. All institutions should provide for a system of inducting new teachers into the institution by familiarizing them with both the administrative and academic policies.

There are several approaches which may be used. One simple approach which does not involve much personal attention is to give the new teachers handouts or manuals which have all of the rules and regulations spelled out and ask the teachers to read and learn them. The supervisor could schedule

a meeting to clarify any points and answer any questions. In an individual approach in which there is only one new teacher at a time, the supervisor may go over the rules and regulations together with the teacher and, figuratively speaking, walk the teacher through the procedures, either administrative, academic or both. This might involve giving a sample lesson or going through the steps for reporting grades. This could be done through simple explanation or it could be done through model teaching. With many new teachers a lecture format with model teaching and handouts may be suitable. An alternative would be to provide a video of a sample class from the previous semester or year which would serve as a starting point for discussion about the methodology used at the institution and the teaching philosophy adhered to. In some situations it might be possible for a prospective or new teacher to sit in on a regular class during the previous session in order to directly observe both the teaching and the students.

In any case the supervisor should be directly, personally involved in these activities and not delegate them to a subordinate. There are two main reasons for this: 1) the supervisor can begin observing the new teacher and learn something about him/her as a teacher and 2) at the same time begin to develop a positive professional-personal working relationship with the new teacher. This is a necessary foundation for developing good human relations to be built upon throughout the term of service. By not personally being involved with a new teacher's induction into the institution and not providing a supporting hand, supervisors can create potentially negative impressions which will be difficult to change later. Of course, there are differences in all new teachers: some may be completely new to the teaching field, while others may have ample experience at other institutions. In either case a certain amount of orientation is necessary and this requires the active participation of the supervisor.

By their very nature orientation programs tend to be training in the traditional sense. However the groundwork must be laid as early as possible for establishing good interpersonal professional relationships as the basis for setting up a program with the eventual goal of professional development.

THE NATURE OF IN-SERVICE PROGRAMS

Many times beginning teachers are saddled with what Glickman calls inverse beginner responsibilities (1985). This includes giving new teachers the roughest schedules and the least desirable groups. This, coupled with the fact that the new teachers are precisely that: new, and often do not have ample resources readily available for teaching effectively, unnecessarily overburdens the incoming teacher. Paradoxically, as teachers become more experienced, they are given better groups, more convenient schedules, and have more resources at their disposal. This usually comes about as a result of the seniority system. Appropriate pre-service sessions and adequate supervision of the new teacher at the beginning of service can do much to lessen this burden.

Many theorists are aware of --and even more teachers can vouch for-- the fact that there is usually a large gulf between theory and practice.

Pre-service training in either form is merely a prelude to the actual act of teaching. During the first few weeks or months of service the new

teacher will undoubtedly make amendments to his/her conception of teaching and learning. The period of service has now actually begun. Particularly if the new teacher is teaching for the first time, the supervisor needs to make an effort to help him/her along. If the new teacher is an old hand at teaching, then the supervisor must keep him/her motivated and involved in exploring new ideas as well as keeping up to date with the latest theories and research findings. In the former case, the informal type of training mentioned earlier --guiding, directing, coaching, etc.-- may be appropriate. In addition it might be useful to establish a buddy-type system between a new teacher and a more experienced teacher at the instituion. In this way the new teacher has a specific person (other than the supervisor) to go to for help, advice, suggestions and to serve as a sounding board for new ideas. If possible, it might be a good idea for the new teacher to observe the experienced teacher's class to get some practical ideas. This master teacher-apprentice teacher relationship might have already been experienced by the new teacher during his/her academic preparation, but in this case, the set-up is designed to ease the new teacher into the present real-world teaching situation.

According to the previously given definition, in-service training and development programs occur simultaneously with the actual teaching job. Before taking this discussion further, it should be noted that in-service does not necessarily mean in-house.

In-house programs can take many different forms. A simple approach might be to make available to teachers articles, journals, textbooks, books concerning pedagogy, etc. as part of a resource center, so that they can consult or read up on a topic of their interest. Copies of specific articles could be duplicated and distributed to the staff for later discussion. Or one copy could be passed around with each teacher signing his/her name before passing it on to the next teacher on the list, indicating thereby, that they have "read" it. Along the same vein, each teacher could contribute a copy of his/her materials and description of teaching ideas to the resource center where other teachers could go to for ideas. If the budget allows for it, it might be possible to contract the services of a consultant who would be available at certain times to advise or help any teacher requesting aid. This consultant could also contribute materials for the resource center in his/her spare time, if any. Then there are also the formal in-service, in-house programs consisting of seminars, guest speakers, workshops, etc. which will be discussed in more detail in the next section

A supervisor must not forget about the possibilities of outside sources for in-service training and development programs. These outside sources could involve sending teachers to take courses, attend meetings, forums or conventions, etc. organized by another educational institution or a professional organization. Publishers or the authors of a particular textbook being used at the institution might also be a good source of training sessions either outside the institution or in-house. Sending teachers out for training and development may be costly. On the other hand, bringing speakers into the institution to give a seminar or lecture may also be prohibitive. The supervisor and school administration must develop a viable in-house training and development program appropriate to the needs of the school and the staff and feasible in terms of financial and contractual restraints.

IN-SERVICE PROGRAMS: CONSIDERATIONS AND GUIDELINES

In establishing a program for training and development within an institution, several factors must be taken into consdieration: the scheduling and locale for the program, the content of the sessions, who the session will be organized and given by, and a procedure for following-up on the session. Each of these aspects will be examined briefly.

Scheduling and locale. There are two basic possibilities for scheduling --pre-arranging the sessions and informing the teachers right at the start of the semester or year or scheduling sessions during the semester as interest or the need arises. An advantage of the former is that the teachers and supervisors could plan appropriately with plenty of advance knowledge about each session. A disadvantage is that the teachers are treated, as Sharma (1982) has described it, as heifers undergoing artificial insemination periodically whether they are ready and willing or not. If the teachers are not so willing, then there will be little teacher input, resulting in little teacher output after the session is over. An advantage of the latter scheduling procedure is that there is flexibility for arranging sessions if and when the need arises. A disadvantage could be the potential problem arising from last minute scheduling, resulting in poor attendance or at the very least, grumblings among the staff. Wade's metanalysis of 91 educational studies involving elementary education shows that the most effective sessions have occurred during regular school time (1985) and according to Mazzarella (1980) the best locale for in-service programs is the school itself. These findings are not really suprising; however there may be situations when these recommendations are impractical, particularly if everyone concerned has a full work schedule.

Content. The first question which arises in dealing with the content of the sessions is who decides what should be included in the training or development session. There are several possibilities. Sometimes the school administration feels that it is necessary to have a training session about a specific topic. When the administration imposes the content, the program tends to be training rather than development. At the other extreme, the teachers themselves can propose and organize an in-service session, requiring little input from the supervisor. The responsibility here lies with the teachers and their work may be completely unguided. In this case, it may be possible for the teachers to omit content which the administration and/or the supervisor feels needs attention. The third approach is that the supervisor determines what will be included in a session based on observations made within the institution or by coming into contact with people, articles, etc. outside the specific school situation. A variation of this approach includes all three sources for deciding on the content of the sessions: the administration, the teachers and the supervisor. The supervisor can ask for suggestions from the staff or can propose alternatives and let the staff choose. In this way, the teachers and supervisor can work together in establishing the program covering both the needs of the institution and the interest of the teachers.

Sergiovanni and Starratt propose a staff development design which includes the following components: intents, substance, competency areas, approach and responsibility (1979). The intents involve the purpose of the session: a knowledge-level intent is concerned with presenting information to the participants, a comprehension-level intent is concerned with getting

teachers to understand this information while an application-level intent is designed to help teachers to actively use this understanding in their teaching. The final intent form discussed is the value - and attitude-integration-level intent which tries to get teachers to accept and be committed to the new approach. The designer of an in-service session should have a clear understanding of which intent level the proposed session is aimed at. All intent levels have their place in a program, at some time or another.

Turning now to the substance of the staff development program, Sergiovanni and Starratt describe four areas: the teacher's sense of purpose and his/her perception of students. This aspect involves the teacher's educational platform --the values, beliefs and assumptions the teacher has regarding the nature of knowledge and how students learn. Also important is a knowledge of the subject matter-- whether the teacher has only a superficial or a more intimate knowledge of the subject s/he is teaching. The fourth aspect is the mastery of technique which refers to classroom organization and management. Every teacher needs to have in stock a basic repertory of teaching techniques which are developed over time.

The third component of a staff development program is the competency areas. Teachers are usually expected to know how to do their jobs and to keep up with major developments in their field. However, more than this, they are expected to put this knowledge to work --that they can do the job. Beyond this, it is important to know if the teacher will do the job of his/her own free will and on a sustained basis: in other words, a commitment to its application. Finally, as professionals, teachers are expected to be committed to change and growth. This competency area is described by Sergiovanni and Starrat as the will-grow dimension.

The three components so far described in this section are interrelated and the content of each in-service program should be analysed in terms of which aspect they are designed for. The fourth and fifth components --approach and responsibility-- are interrelated and have already been discussed in previous sections of this paper.

Organization of the session. In Wade's meta-analysis study (1985) the instructional techniques used during in-service programs which proved most effective were: observation of actual classroom practice, micro teaching, the use of video or audio feedback and practice. Mazzarella (1980) in her guidelines for effective in-service programs mentions that the programs should provide demonstrations and opportunities for trying out new techniques, and provide for opportunities for observing models. The instructional techniques which were less effective, according to Wade's study were discussion, lecture, games/simulations and guided field trips (p.52). A supervisor designing an in-service session should keep these points in mind, and taking into consideration any resource limitations, devise a program that will have the most chance of success and lead to the best results.

IN-SERVICE PROGRAM FOLLOW-UP

The supervisor's involvement in the in-service program is not over when the session is finished, just as it is not (or should not be) over for the

teachers. A critical part of in-service programs often forgotten is the planning of follow-up activities and evaluation procedures for the program itself. Evaluation of the program can be carried out using a variety of approaches. During the session itself the leader or trainer can be asked to give an evaluation of the session or the trainees can be asked their opinion about the value of the session. After the session is over, the supervisor can check to see if it produced any long-term results, either through a questionnaire (students or teachers), through interviews with the teachers or through general observations. In an article which examines why innovative programs tend to fail in the long run, Corbett (1982) suggests that the supervisor continue to show interest in the program and actively keep the issue alive by scheduling periodic post-meetings long after the initial introduction of the innovation. This is designed to keep the teachers on their toes concerning the issue and to let the teachers know the supervisor him/herself is committed to the innovation. The purpose of a follow-up procedure is not purely evaluative, however. The supervisor needs to provide guidance and support back in the classrooms once the sessions are formally over. Many institutions see in-service programs as ways of getting immediate results. This is hardly ever the case. The issues need to be kept alive and when deemed convenient, integrated into the teaching routine and philosophy of the school.

CONCLUSION

The supervisor's involvement with the teaching staff is never over, at least not while they work for the same institution. The supervisor must devise a pre-service orientation program which sets the stage for future teacher expectations of the working environment and guides the new teacher into becoming a productive member of the teaching staff. The all-important pre-service experience of the new teacher must be followed through with ongoing observation, assistance and evaluation of performance by the supervisor. At the same time that the supervisor is concerned with bringing the new teacher into the fold, s/he also must pay attention to the needs of the teaching staff in general by designing development programs relevant to the practical day-to-day activities of the teachers. Once the in-service programs are over, a system for following up on the possible effects which the programs have produced in the actual teaching practices of the staff needs to be developed. Last, but not least, the supervisor him/herself can provide an excellent example for the benefits of ongoing training and development by being involved in such programs him/herself.

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