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IMPROVING THE MANAGEMENT OF TEACHERS CONTINUOUS PROFESSIONAL DEVELOPMENT THROUGH AN INTEGRATED SCHOOL-BASED MODEL

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Abstract: Continuous Professional Development (CPD) is a critical aspect of educational reform and the ongoing improvement of teaching quality. As the educational landscape rapidly transforms due to technological, social, and policy changes, the significance of empowering teachers through continuous and meaningful professional development becomes more paramount. This article investigates the practices, systems, and effectiveness of integrated school-based CPD management models for teachers. The discussion is rooted in recent scholarly research, policy frameworks, and first-hand accounts from educational practitioners across diverse contexts. The analysis highlights the conditions and factors that foster sustainable professional growth, identifies persistent and emerging challenges, and offers strategic recommendations for policy and practice.

Keywords: Continuous Professional Development, Teacher Professional Learning, School-Based Model, Educational Leadership, Reflective Practice, Professional Learning Community, School Reform.

Annotatsiya: Doimiy kasbiy rivojlanish (CPD) ta’lim islohotlari va o‘qituvchilar sifatini uzluksiz oshirishning muhim tarkibiy qismidir. So‘nggi yillarda texnologik, ijtimoiy hamda siyosiy o‘zgarishlar natijasida ta’lim sohasi tez sur'atlarda o‘zgarib bormoqda, bu esa o‘qituvchilarni doimiy va mazmunli kasbiy rivojlanish orqali qo‘llab-quvvatlashning ahamiyatini yanada oshirmoqda. Ushbu maqolada o‘qituvchilar uchun integratsiyalashgan maktab asosida CPD boshqaruv modellari amaliyoti, tizimi va samaradorligi o‘rganilgan. Muhokama zamonaviy ilmiy tadqiqotlar, siyosiy dasturlar va turli kontekstdagi tajribali pedagoglarning fikriga asoslangan. Tahlilda doimiy kasbiy o‘sishni ta’minlaydigan shart-sharoitlar va omillar yoritiladi, mavjud va paydo bo‘layotgan muammolar aniqlanadi hamda siyosat va amaliyot uchun strategik tavsiyalar beriladi.

Kalit so‘zlar: Doimiy kasbiy rivojlanish, O‘qituvchilar kasbiy o‘qishi, Maktab asosidagi model, Ta’limda yetakchilik, Reflektiv amaliyot, Kasbiy o‘quv jamoalari, Ta’lim islohoti.

Аннотация: Непрерывное профессиональное развитие (CPD) является важнейшим аспектом образовательных реформ и повышения качества преподавания. В условиях стремительных технологических, социальных и политических изменений в сфере образования все большее значение приобретает поддержка учителей посредством непрерывного и осмысленного профессионального развития. В данной статье рассматриваются практики, системы и эффективность интегрированных школ-ориентированных моделей управления CPD для учителей. Обсуждение основано на современных научных исследованиях, политических рамках и опыте педагогов из различных стран и регионов. Анализ выявляет условия и факторы, способствующие

устойчивому профессиональному росту, определяет постоянные и новые вызовы, а также предлагает стратегические рекомендации для политики и практики.

Ключевые слова: Непрерывное профессиональное развитие, Профессиональное обучение учителей, Школьно-ориентированная модель, Образовательное лидерство, Рефлексивная практика, Профессиональное образовательное сообщество, Образовательная реформа.

Introduction

The landscape of education has steadily evolved, influenced by factors ranging from rapid technological advancements to changing societal expectations and the shifting competencies required for twenty-first-century learners. In this changing context, the professional competence of teachers, continuously renewed and developed, stands out as the backbone of successful, equitable education reforms. Recognizing this, educational policymakers and reformers have increasingly invested in Continuous Professional Development (CPD) as a crucial lever for school improvement. Despite the recognized importance of CPD, educational institutions world over still grapple with ensuring it is impactful, sustainable, and meaningfully linked to improved teaching and learning outcomes. The shortcomings of traditional CPD models—often characterized by one-off, externally delivered workshops occurring outside the realities of day-to-day school life—have become apparent through research and practice. Teachers report that such approaches rarely translate into lasting changes in classroom practice. Instead, school-based and integrated CPD models—grounded in collaboration, reflection, and direct relevance to each school's context—have emerged as the most effective tools for ongoing professional growth. Integrated school-based CPD is not a new concept, but its thoughtful application and management are renewed priorities as educational systems worldwide aspire for greater responsiveness and innovation. This article aims to provide a comprehensive exploration of integrated school-based models for teacher CPD: their rationale, core components, observed benefits, implementation challenges, and strategies for effective management.

Materials and methods

The essence of an integrated school-based model lies in situating teacher professional learning within the everyday realities and challenges of the school environment. Unlike traditional top-down approaches, this model emphasizes teacher agency, collective inquiry, mutual support, and school-based leadership. Teachers are no longer passive recipients of prescribed knowledge but active participants and co-creators in their development processes. Several key rationales underpin the advocacy for integrated school-based CPD management. First, effective professional development is closely linked to teachers' daily experiences and the real needs of their students. School-based models can swiftly respond to contextual changes, classroom dynamics, and emergent student needs in ways that generalized, externally provided programs cannot. Second, schools are intricate social learning organizations. Professional development embedded in this environment utilizes the rich tapestry of interpersonal relations, informal learning opportunities, and peer networks available within schools. Third, sustained school-based CPD enables continuous cycles of inquiry, experimentation, and feedback. Teachers can try new instructional strategies, reflect on their effectiveness, and adapt in a supportive, risk-taking-friendly environment. Fourth, integrated models leverage distributed leadership—teachers and school leaders share responsibility for guiding the professional learning journey. This fosters a sense of ownership, responsibility, and empowerment that is crucial for adult learning [1].

Literature and practical experience have revealed several characteristics fundamental to the success of integrated school-based CPD management. These features include collaboration, shared leadership, ongoing reflection, embedded support mechanisms, and systematic evaluation. Collaboration is the lifeblood of effective CPD. Teachers engage in collective activities such as co-planning, peer observation, feedback sessions, and joint lesson study. These interactions not only enhance professional growth but also promote a collaborative culture that benefits the entire school community. Teachers learn from each other, constructively challenge each other's assumptions, and surface new ideas that improve teaching and learning. Shared leadership is another cornerstone. School principals, department heads, and teacher leaders all play active roles in setting the CPD agenda, facilitating workshops, and mentoring peers. Distributed leadership models recognize that expertise and leadership capacity exist at all levels. Teachers are viewed as valuable contributors to both their own learning and that of their colleagues. Reflection is central to meaningful professional growth. Effective school-based models institutionalize regular reflection through journals, discussion groups, and collaborative inquiry cycles. Teachers are encouraged to analyze their instructional practices, student work, and assessment data, using these insights to set and revise professional goals [2].

Results and discussions

Embedded support mechanisms distinguish effective school-based CPD. These may include regular time set aside for professional learning during the school day, access to a school-based coach or mentor, dedicated professional learning communities, and relevant teaching and learning resources. Lastly, systematic evaluation is vital for sustaining impact. Ongoing data collection and analysis help schools assess the effectiveness of CPD initiatives, make informed adjustments, and document successes that can be shared with the wider educational community.

Leadership is frequently cited as the most influential factor in determining the success of integrated school-based CPD. Effective leaders articulate a clear, shared vision for professional learning, one that aligns with the school's broader mission and improvement goals. They model a commitment to ongoing learning, provide encouragement, and legitimize time for professional development within the school schedule. Furthermore, school leaders facilitate access to resources, whether these be teaching materials, digital platforms for collaboration, expert facilitators, or release time for learning activities. They create a safe space for experimentation, where teachers feel comfortable trying out new approaches without fear of blame for mistakes. However, moving from traditional, hierarchical models to participatory or distributed leadership can be a significant cultural shift for schools. It requires conscious efforts to involve teachers in decision-making, encourage initiative, and recognize and celebrate teacher-led innovations. Professional learning is most powerful when teachers themselves help shape its direction.

Professional Learning Communities (PLCs) have proven to be robust structures for embedding professional development within school life. A PLC is built on shared values, trust, and a commitment to collective responsibility for student learning. Teachers in PLCs engage in a range of collaborative activities, such as scrutinizing student data, reflecting on instructional strategies, and co-designing interventions to address learning gaps [3]

A distinctive strength of integrated school-based CPD management is the collaborative design of learning experiences. Teachers co-create professional development agendas, lead workshops, and set collective learning targets. This design approach ensures that CPD is responsive to real-time needs and that teachers have a voice in shaping their learning. Built into collaborative design is mutual accountability. When teachers work together toward clearly defined goals, they are more likely to follow through, support each other, and measure progress honestly. Schools

become learning organizations where growth is a shared responsibility. The digital revolution has broadened what is possible in school-based CPD management. Online platforms support flexible learning schedules, enable teachers to connect with peers across locations, and provide just-in-time access to research and resources. Digital tools also allow for innovative practices, such as video analysis of teaching, virtual coaching, and participation in global professional learning networks. These opportunities, however, are not without challenges. Effective use of technology in CPD requires adequate infrastructure, digital literacy training for teachers and leaders, and thoughtful integration with face-to-face interactions. School-based CPD models that take advantage of technology while nurturing personal collegial relationships offer the best of both worlds [4].

Integrated school-based CPD models offer tremendous promise, but successful implementation calls for careful attention to potential barriers. Time is a recurring challenge; school schedules are often packed, leaving little dedicated space for professional learning. Solutions include creatively restructuring timetables, securing extra funding for release time, or integrating CPD with regular staff meetings. Resource constraints, especially in low-income or rural schools, can hamper access to high-quality facilitators, materials, and technology. Partnerships with universities, government entities, and NGOs can fill some gaps, while collaborative teacher networks can serve as low-cost sources of expertise and support. Perhaps the most complex challenges are cultural. Traditions of isolation, competitive staff relationships, or hierarchical decision-making can impede the development of trusting, collaborative learning communities. School leaders must work patiently to build a culture where professional learning is valued, mistakes are seen as opportunities, and teachers feel safe to experiment and reflect.

Finally, maintaining momentum is a persistent challenge. CPD initiatives can lose vitality over time due to staff turnover, shifting priorities, or lack of sustained leadership. Embedding CPD in the rhythms of school life, linking it to student learning outcomes, and systematically evaluating progress are strategies to promote long-term sustainability [5].

International experiences provide valuable insights into the mechanisms, challenges, and outcomes of school-based CPD management models. For example, in Finland, school-based professional learning is strongly promoted through collaborative planning, research-based practice, and school-led inquiry. Teachers are trusted as researchers and leaders of their own development, and significant time is allocated within the school week for collective learning activities [6].

Conclusion

Integrating CPD within schools through context-relevant, collaborative, and reflective models is a powerful strategy for managing teachers' ongoing development. Such models, when effectively managed, foster professional agency, build school capacity for innovation, and directly contribute to improved teaching and student learning outcomes. While implementation is complex and context-dependent, the growing body of global research and practice confirms the value of school-based models. Going forward, sustained investment in leadership, collaboration, resource provision, and policy support will be critical for realizing the full potential of integrated CPD management in schools.

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