



WESTMINSTER
International University in Tashkent

**International Conference and Exhibition on Education and Linguistics (ICEL)
Westminster International University in Tashkent**

A sample proposal for professional application

Empowering Teachers: Strategies for Effective Professional Development

Abstract

The proposed presentation discusses teacher professional development as a driving force for enhancing student performance. The session will highlight top-down and bottom-up approaches to showcase CPD strategies that can foster teacher accountability, skills development, and adaptability. The presenter will share practical examples and strategies for effective teacher learning.

Aim

Presentation Description

Summary

Teachers throughout the world play an important role in “advancing human potential, shaping future generations and influencing society as a whole” (Simões, Lourenco, and Costa, 2018). Therefore, over the past decade, increasing attention has been paid to teacher learning that results in improving students’ performances (Power 1994, 1997 cited in McNamara, Murray and Jones, 2014; Hargreaves, 1994; Bolam, 2000). The presentation will highlight the sort of CPD activities school teachers may need to pursue to be able to facilitate pupils’ learning. Although there is a tendency among teachers that have expectations of top-down approach providing them with professional development activities, there are also those who take full accountability for their professional growth. The presenter will bring some examples of teacher development activities that may equip them with skills and competencies to prepare their learners for a rapidly changing job market and/or to pursue further academic careers. The presenter will also emphasize the significance of bottom-up approach to professional development and will offer some hands-on strategies that promote effective teacher learning.

Introduction

Aim & Rationale

Evaluation/ reflection/ implications and/or conclusion

References

Bolam, R. (2000). Emerging policy trends: some implications for continuing professional development. *Journal of In-Service Education*, 26 (2), 267–280.

Hargreaves, A. (1994). *Changing teachers, changing times: teachers’ work and culture in the postmodern age*. London: Cassell.

Mcnamara, O., Murray, J. and Jones, M. (2014). *Workplace Learning in Teacher Education International Practice and Policy*, 1st ed. New York: Dordrecht Springer Netherlands.

Simões, A.R., Lourenço, M. and Costa, N. (2018). *How to become a European teacher? Exploring the (need for a) concept*. In: Simões, A.R., Lourenço, M. and Costa, N. (eds). *Teacher education policy and practice in Europe*, 1st ed. London: Routledge.