

Catering to the Training Needs of 21st Century Teachers

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Teacher training is an integral part of any system of education. Teaching professionals should ensure their Continuous Professional Development (CPD) to become competent teachers who are capable of delivering lessons to the students in the best way possible. The objective of the study was to figure out the gaps between desired training needs and the actual training delivered to teachers. The study was carried out using a self-administrated online survey. Fifty-seven (57) responses were received (93%-female, 7% male). Sixteen percent of the participants were satisfied with the training programs they had received so far while 11% of them were not satisfied and 74% were moderate. Five key characteristics of the desired training programs of the participants were figured out; Less monotonous nature (45.6%), Lack of repetition (42.1%), Updated knowledge to be delivered (31.6%), clear objectives (28.1%) sound preparation (26.3%). A focused group discussion was carried out with the participation of five education professionals to suggest recommendations to meet the desired training of the teachers in relation to the survey results. It was found out that teacher trainers should be updated, qualified, and pre-prepared. It was also noted that teacher trainers should have better communication with their co-trainers to make sure that repetition is avoided. A need for a network enabling quality circles of all the types of trainers in a given zone or a province was highlighted. It was also suggested that trainers should engage in action research and proper analysis of feedback to meet the needs of trainees in upcoming training programs.

Keywords: Teacher trainer, Training needs, Education systems, Continuous Professional Development (CPD)