

Importance of continuous Professional Development of Secondary School Teachers in Bangladesh

Secondary school teachers in Bangladesh do not have much training before starting their professional career. They only get in-service training for developing their professional skills. Moreover, there is not any effective step taken to follow up their activity. Measures are yet to be taken to make it a continuous process. Actually, the monitoring system is very poor. That is why teachers are not so interested to apply the techniques they learnt from various training programs.

Obviously they get limited scope to apply the techniques. Continuous Professional Development (CPD) training could not bring enough change in our teaching method due to lack of monitoring. We think EIA has been playing a significant role in our secondary education sector though its circumference is limited at the moment. It has a continuous follow up process. The teachers working under this project have to get together in a monthly cluster meeting. They get an opportunity to share and exchange their views, ideas and opinion in the daylong meeting in presence of Teacher Development Coordinators (TDCs).

The concerned teachers are trying to speak English in the cluster meetings as well as in classrooms. They now know about the Communicative Language Teaching (CLT) approach. They know how to make lessons interesting for the students. They are developing the four skills (listening, speaking, reading, and writing) under EIA Project. Now they are more confident and motivated to use English as their classroom language.



Most of the teachers under EIA know how to support others in or outside the classroom. They are using technologies like iPod, Logitech speakers; teaching materials like picture cards, song cards, posters etc. successfully. They are now familiar with technology based teaching.

No one can deny the fact that our examination system is still far away from CLT approach. Our students find questions based on impractical matters in their exams. That is why they stress the need for cramming rather than following the instructions given by their teachers. This is totally unappreciated in CLT approach. Sometimes our teachers are also compelled to go beyond their jurisdiction to make their students pass in the exam. So, we do believe that our exam system should be changed. A monitoring cell can be formed in every upazila. Teachers should be encouraged by giving proper incentive.

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