



PERSONAL & PROFESSIONAL DEVELOPMENT PILLAR : RESEARCH

EVERY MEMBER OF THE COMMUNITY IS VALUED AND DOES WORK OF VALUE

“There is an increasing awareness of the nature of teaching as a practice that marries personal action with pedagogical instruction. This inseparable reality of the personal and professional aspects is an important part of what it means to be a good teacher.”

RESEARCH INSIGHTS

Professional development addresses **pedagogical**, or **practice** related processes for teachers to use in their classrooms. However, without a foundation of **social** and **emotional** well-being, teachers cannot take full advantage of pedagogical tools. Members in a community will do work of value if they feel valued as individuals. At the center of practice in a school, are teachers. It is in the interest of school leaders to invest in their teams personal needs as much as in professional development programs. This creates a cyclical relationship between the personal and the professional aspects of a **school culture**.

It is crucial to identify that teachers also need the same handholding from leaders to create a space that promotes **conflict literacy**, **self- awareness**, **leadership**, **compassion** and **empathy**, which serves as a foundation to the personal dispositions that can help compliment professional action¹.

The **quality** of an educational institution is contingent on the **quality** of its teachers. These teachers have to adapt and respond quickly to new and **constantly changing** political, economical and cultural landscapes, which makes the function of professional development an important part of a teacher's life to **renew** their own practice².

The most powerful way to impact educational innovation is finding inspiration and learning from **peers**. This '**critical friendship**' is established only when an educational culture and workspace **values equality**, **trust**, **openness** and **vulnerability**³. Peer learning along with designed professional development programs can lead to **transformative learning** in schools that have visible outcomes in students⁴. In addition to this, teachers and educators learn from school leaders who are rooted in the practice of action. Leaders who take professional development and make it actionable themselves speak from a **moral authority** to then ask the same from their team⁵.

(Cont.)

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