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Main content

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1. INTRODUCTION

I have been working as a teacher trainer, educator and developer for nearly fifty years now. Right from the beginning I have valued materials development as a very effective and reliable means of helping trainee or serving teachers to achieve personal and professional development. I have found that many of the thousands of course, workshop and project participants who have experienced materials development with me have increased their awareness, criticality, creativity and self-esteem as a result of this experience. They have also improved their career prospects too.

Given my claims above, it is surprising to me that the literature on teacher training, education and development makes little reference to materials development. For example, Gower, Phillips and Walters (1995), a handbook for teachers in training, has a chapter on using materials and ideas on how to use materials in other chapters, but there is no reference anywhere to teachers developing their own materials either as part of their training or as part of their role in the classroom. Coleman (2011) focuses on issues of teaching English in developing countries. Many of the chapters discuss ways of improving the effectiveness of the teaching of English in different regions of the world but none of them discuss the role that teacher involvement in materials development can play. Bolitho and Padwad (2013) consists of eleven chapters on continuing professional development for teachers (mainly from India). These chapters and a section of teacher narratives discuss such potentially valuable approaches as knowledge creation, mentoring, diary writing, social networking, teacher development groups, libraries, portfolios and "M learning" but materials development is ignored as a means of helping to achieve teacher development. This is true also of Harwood (2013), a collection of chapters focusing on the content, consumption and production of textbooks for teaching English as an L2, in this case a reasonable enough exclusion as it is the textbook rather than the teacher that is in focus. The book does have a section though on the use of textbooks by teachers. It also has a section on textbook production but this is much more concerned with issues involved in developing an effective product than with the effect of involvement in such endeavours on participating teachers.

There are some exceptions in the literature, though. For example, Popovici and Bolitho (2003) report on a project in Romania in which fifteen teachers worked together (and with tutors from the College of St. Mark and St. John, Plymouth) in order to develop a series of textbooks for secondary schools. They focus very much on the effect of participation in materials development on the personal and professional development of the teachers. In doing so, they list quotations from the participating teachers (e.g. "the project helped me to become a better teacher", "I now have the courage to try on my own", "I've become a better person", "I've developed a critical eye for my own materials"). They also report on how the teachers have "capitalised" on their experience to move "onwards and...

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But, to develop as teachers we need to understand the nature of this development. Does it mean professional, personal or social development? This article aims to clarify the meaning of teacher development through explaining what teacher professional, personal and social development mean and how these relate to teacher development. Get new posts by email. PROFESSIONAL DEVELOPMENT. Professional development, also referred to professional learning by teachers already engaged in professional practice, is the process of developing the necessary knowledge-base and skills teachers require to carry out Teaching-Learning Materials (TLMs) are the tools that are used by teachers and. instructors within schools to facilitate learning and understanding of concepts among. students. learning. Development of Knowledge and Skills among Teachers – Through the implementation. of teaching-learning methods in an effectual manner, the teachers are able to develop their. knowledge and skills. Find out how ongoing teacher development helps students succeed and why it matters for schools to have teachers who love to learn. We believe that educators who find joy and challenge in the pursuit of their own professional growth inspire our students to love learning too. Are you a passionate lifelong-learner who finds joy in a dynamic school community that will challenge you to be your best? - Whitby Employment Page.