

Professional development of teacher and professionalism in teacher education

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ABSTRACT

Professionalism and professional development are distinct features of a profession although interrelated. Progress of Science and technology in modern era has changed every profession to its utmost level. Teaching as a profession also flourished in accordingly. Expectation of students, parents and society from teachers reached to a high level. So in order to produce teachers of effective skills and proficiency, sound professional training is required. In our study we focused to make a clear concept of Professionalism and professional development of teachers and the factors which affect their validation.

Key Words : Professionalism, Professional Development, Teacher Education

INTRODUCTION

Teaching is conceptually and ideally a noble profession. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities and of course related to other professions directly or indirectly. Training of the practitioners is considered to be one of the important courses of a profession. Therefore, in order to improve the activities of teachers, a sound professional training is needed. Induction training and continuous education thereafter equips the teachers with adequate knowledge and skills to perform their professional functions. Professional training of a teacher includes his knowledge of the subject, understanding of pedagogy and teaching techniques. Teachers' attitudes towards professional development differ in many ways. While some teachers spend time and are engaged in professional development, others opt not to engage in these activities. Rodríguez and McKay (2010) state that institutional support for professional development for experienced teachers is less than for novice teachers and this could affect the experienced teachers' attitude towards engagement in professional development activities.

The rapid economic and social changes inevitably penetrate every public sector including education, whereas, many educational systems from all over the world have experienced extended changes and innovations (Hargreaves, 2000; Webb *et al.*, 2004). Teachers who are expected to cope with a wide range of tasks and demands in such a context are facing the need for defining and re-defining their professionalism and professional development (Day, 2000; Esteve, 2000; Hargreaves, 2000). The term 'teacher professionalism' is closely related to professional development (Evans, 2008; Hargreaves, 2001). Guskey (2002) has argued that "high quality professional development is a central component in nearly every modern proposal for improving education. A clear concept of

Professionalism and professional development of teachers and the factors which affect their formation are the matter of discussion of this study.

Concept of professional development :

The progress of science and technology has made any profession upgraded. Students are now more advanced and mature. Through the internet, students are able to access information which makes them more diverse than ever. The old concept of 'Jug to Mug' theory of teaching has broken down and teaching-learning is completely student-centric now a days. Teachers are only the facilitators of student's development in every aspect. So in order to be a contemporary teacher, he/she must be equipped with good subject knowledge, understanding of pedagogy and technique of teaching.

Perspectives on good teaching and good education are shifting. School and university boards want to create a distinct profile for their institute based on new educational concepts. For some disciplines, new teaching methods are being developed in accordance with new pedagogies. Parents and students have become better critical thinkers. Teachers are expected to keep up with all these developments and respond to them in their teaching. In order to do this, they need to keep on learning throughout their professional career (Borko, 2004). Having stated the need for a continuous learning environment, it is necessary to take a look at some of the definitions of professional development.

According to Richards and Schmidt (2003, p.542), professional development is defined as "the professional growth a teacher achieves as a result of gaining increased experience and knowledge and examining his or her teaching systematically". Modern views of professional development characterize it not as a short-term process, but as a long-term one extending from teacher education at university to in-service training at the workplace (Cohen and Ball, 1999; Borko and Putnam, 2000). There are many more definitions and descriptions of professional development. However, they all have the same focus of attention. That is, professional development will expand teachers' knowledge and skills, contribute to their growth, and enhance their effectiveness with students. Day (1999) states that teachers' development is located in their personal and professional lives and in the policy and school settings in which they work. Some perceptions about professional development illustrate a set of principles for good-quality professional development (Day, 1999). These perceptions are listed as follows:

- (i) Teachers as models of lifelong learning for their students.
- (ii) Lifelong learning in order to keep up with change and innovation.
- (iii) Learning from experience is not enough.
- (iv) The synthesis of "the heart and the head" in educational settings.
- (v) Content and pedagogical knowledge cannot be separated from teachers' personal, professional and moral purposes.
- (vi) Active learning styles which encourage ownership and participation.
- (vii) Successful schools are dependent on successful teachers.
- (viii) Continuous professional development is the responsibility of teachers, schools and government.

Concept of professionalism :

Dictionary meaning of professionalism is the expertness characteristics of a professional or the pursuit of an activity as an occupation. Some views of professionalism are listed below:

- (i) Professionalism is the expertness characteristic of a Professional person.
- (ii) Professionalism is following the rules and regulations and has the courage to change them.
- (iii) Professionalism is balancing the personnel and professional life. It means to be practical and professional in life. One who has skills, knowledge and attitude and uses them is called a professional. The attitude which a professional shows is called professionalism.
- (iv) Professionalism is all about attitude towards work i.e. the dedication, sincerity with which we approach to our work, the work which makes us to earn money.

To get clear idea about Professionalism we should agree on something that just because one is professional, he/she automatically does not exhibit professionalism. A very general, raw idea of Professionalism is a bundle of the following concepts:

- (i) A focused approach
- (ii) Pride in what one is doing
- (iii) Confident
- (iv) Competent
- (v) Motivation towards a particular goal
- (vi) Accountability
- (vii) Respect for people irrespective of rank, status and gender
- (viii) Responsibility whole on the path to a particular goal
- (ix) Commitment to word and deed and
- (x) Control of emotions well

From the above discussions we may get idea that Professionalism is anything done with lot of common sense. It is something done with end result in mind. It is something that is done with planning. It is something where person shows forward thinking. Professionalism is getting on how to do it, when to do it and doing it. In short, professionalism is language, behaviour, act, dress and work. It has to do with how to handle ourselves in situations. It is the character, spirit and competencies demonstrated by the standing practice of the profession. The challenge of maintaining professionalism involves subscribing to the ideal behaviours and values shared by colleagues.

Different aspects of professional development :

The role of teacher identity :

A teacher's identity is connected with and shaped by a whole range of socio-cultural values, beliefs and practices in a broader societal and educational environment, as well as by their individual experience and personality. Teacher education has significant contribution in continuing professional development of teachers. It gives the ability to a teacher to discover and develop appropriate approaches in different contexts in their teaching. In addition to professional growth towards a more rational understanding of teaching, teachers' professionalism also involves personal change as a result of re-examination, reflection and re-exploration of teachers' self identity. "In a setting where teachers' well-established beliefs and perceptions of their personal self and the teaching behaviour may encounter contrasting views and values, teacher change will be more challenging" (Gu, 2005). This is because change requires not only an understanding of one's own beliefs, values and behaviour in teaching, but also an understanding of the society's values and behaviours. According to Richards (2010), one of the things a person has to learn when he or she becomes a language teacher is what it means to be a language teacher. A socio-cultural perspective on teacher learning requires this reshaping of identity and identities within the social interaction of the classroom.

Identity refers to the differing social and cultural roles teachers have to play in their interactions with their students during the process of learning. These roles are dynamic and appear as a result of the social processes in classroom. Identity may be shaped by many factors, including personal biography, culture, working conditions, age, gender, and the school and classroom culture. Thus, the concept of identity reflects how individuals see themselves and how they play their roles within different settings. For this reason, teacher development is a means of teacher learning. It involves not only discovering more about the skills and knowledge of teaching but also understanding the meaning of being a teacher.

The role of context in teacher-learning :

The location of most teacher-learning programs is either a university or teacher training institution, or a school, and these different contexts for learning create different potentials for learning. In one, the course room is a setting for patterns of social participation that can either enhance or inhibit learning. In the course room, learning is dependent upon the discourse and activities that coursework and class participation involve. In the school, learning takes place through classroom experiences and teaching practice and is contingent upon relationships with mentors, fellow novice teachers and interaction with experienced teachers and students in the school. In professional development programs, making connections between campus-based and school-based learning is often problematic and student-teachers often perceive a gap between the theoretical course work offered on campus and the practical school-based component. Challenges include locating cooperating schools, building meaningful cooperation with schools, developing coherent links between the campus-based and school-based strands, training mentor teachers, and recognizing them as an integral part of the campus-based program. While the teaching practicum is often intended to establish links between theory and practice, it is sometimes an uncomfortable add-on to academic programs rather than seen as a core component (Richards, 2008).

The role of teacher cognition :

An important component of Teacher Education focuses on teacher cognition. It encompasses not only their way of thinking but also their psychological well-being. It additionally focuses on how these concepts are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices. A key factor driving the increase in research in teacher cognition in education more generally, has been the recognition that teachers are active, thinking decision-makers who play a central role in shaping classroom events. Concepts from the field of psychology which have shown how knowledge and beliefs exert a strong influence on teacher action, this recognition has suggested that understanding teacher cognition is central to the process of understanding teaching (Borg, 2006). Teacher cognition entered teachers' professional development from the field of general education, and brought with it a focus on teacher's decision-making, on teachers' theories of teaching, teachers' representations of subject matter, and the problem-solving skills employed by teachers with different levels of teaching experience during teaching. From the perspective of teacher cognition, teaching is not simply the application of knowledge and of learned skills. It is a much more complex process affected by the classroom context, the teachers' general and specific instructional goals, the learners' motivations and reactions to the lesson, and the teacher's management of critical moments during a lesson and outside the classroom. At the same time, teaching reflects the teacher's personal response to such issues. Therefore, teacher cognition is very much concerned with teachers' personal approaches

to teaching. Borg's (2006) survey of research on teacher cognition shows the relationship between teacher cognition and classroom practice, the impact of context on a language teacher's cognitions and practices, the relationship between cognitive change and behavioral change in language teachers, and the nature of expertise in language teaching.

Teachers' professional development :

Teachers' engagement in professional development issues has been extensively studied (Day, 1999; Collinson and Ono, 2001; Tang and Choi, 2009), and it has been stressed the relationship between professionalism and teachers' professional development (Evans, 2008; Kirkwood and Christie, 2006). Fullan (1995a) argues that the professional development is "the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change". Day (1999) defines the term 'professional development' as "the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, planning and practice with children, young people and colleagues through each phase of their teaching lives". Bredeson (2002) perceives the notion of professional development through three interdependent concepts: learning, engagement and improved practice, and defines professional development as "learning opportunities that engage educators' creative and reflective capacities in ways that strengthen their practice". The investment in teachers' professional development programs and activities appear to be crucial not only for the teaching and learning process but also for the teachers themselves. They need to strengthen their knowledge base, identify the appropriate support, in order to accomplish their educational duties, and meet successfully their educational demands and vocational needs.

Types of professional development activities :

Various studies have been done on professional development activities and it is necessary to examine different aspects of this concept. Professional development offers meaningful intellectual, social, and emotional engagement with ideas, with materials, and with colleagues both in and out of teaching. Teachers do not assume an active professional role simply by participating in a "hands-on" activity as part of a workshop. This principle also acknowledges teachers' limited access to the intellectual resources of a community or a subject field. Thus, the subject matter collaborative engage teachers in the study and doing of the subject matter, enlarge teachers' access to teachers in the field, and establish mechanisms of support among teachers (Little, 1993). In addition, according to Little (1993), professional development is closely related to the contexts of teaching and the experience of teachers. Focused study groups, teacher collaborative, long-term partnerships, and similar modes of professional development provide teachers a means of setting new ideas in relation to their individual and institutional histories, practices, and circumstances. The training and coaching model underlines the importance of training and the presence of new ideas and old habits, and new ideas and present circumstances. This crucial support for teachers can be offered in a variety of ways. Joyce and Showers (1982) suggest using "coaching" to provide teachers with technical feedback, guide them in adapting new practices to the needs of their students, and help them analyze the effects on students. Coaching is personal, hands-on, in classroom assistance that can be provided by administrators, curriculum supervisors, college professors, or fellow teachers. In addition, new programs have been found to be most successful when teachers have regular opportunities to meet to discuss their experiences in an atmosphere of collegiality and experimentation

(Guskey, 1985). For most teachers, having a chance to share perspectives and seek solutions to common problems is extremely beneficial. In fact, what teachers like best about in-service workshops is the opportunity to share ideas with other teachers (Holly, 1982). Follow-up procedures incorporating coaching and collegial sharing may seem simplistic, particularly in light of the complex nature of the change process. Kwakman (2003), categorizes professional development activities in a more simplistic way. According to him there are four main categories, which are reading, experimenting, reflecting and collaborating. There is also a fifth category under the name of “not fitting into categories”. The first category is called “reading”. As the name suggests, teachers are expected to read subject matter literature, professional journals, teaching manuals, and newspapers. As for the second category, teachers might engage in “experimenting”, which consists of helping students learning study skills, preparing lessons individually, experimenting with new teaching methods, constructing lesson materials and tests, and working with new methods. The third category is “reflecting”. That is to say, teachers could supervise student teachers, and coach colleagues, or receive coaching or guidance. They might receive pupils’ feedback as well. “Collaborating” is the fourth category. It includes asking for and/or giving help, and sharing materials, ideas about innovation, and instructional issues. Sharing ideas about students, and education, joining committees, preparing lessons, and implementing innovations are listed under this category. The final “not fitting into categories” category is composed of counseling students, executing non-curricular tasks, performing management tasks, organizing extracurricular activities for pupils, and classroom interaction with students. Among all of these five categories, reflecting plays a crucial role since it offers an invaluable way for teachers’ self-development through action research, which is regarded as another means of professional development (Kwakman, 2003). Nunan (1990) suggests moving away from ‘how to’ questions since they have limited value, to the ‘what’ and ‘why’ questions. Teachers argue that it is necessary to become a critically reflective teacher and improve in teaching skills. Owing to the fact that teachers, as individuals, affect each of these activities, Joyce and Calhoun (2010) have started looking at teachers as growing, continuously developing people. They have discovered considerable similarities in how they behave in personal and professional contexts. In sum, professional development should be seen as a continuous process. Teachers are engaged in exploring their own teaching through reflective teaching in a collaborative process together with learners and colleagues. Learning from examining one’s own teaching, from carrying out research, from creating teaching portfolios, from interacting with colleagues through critical friendships, mentoring and participating in teacher networks, are all regarded as ways of professional development in which teachers can acquire new skills and knowledge (Richards, 2002).

Needs of professional development of experienced teachers :

It is believed that experienced teachers differ from novice teachers in their knowledge, skills, and beliefs (Rodriguez and McKay, 2010). Thus, it may be inferred that they also differ from novice teachers in their professional development needs. Waters (2006) suggests that most of the research on professional development focuses on teacher training at the pre-service level. However, teachers continue to develop as they remain in the teaching profession (Tsui, 2003), and several researchers, such as Zeichner and Noffke, (2001) have underlined the importance of lifelong professional learning for teachers in all fields. According to Huberman (1993), some experienced teachers shift roles and might try teaching a new subject or a new learner level. They may also coach novice teachers and take new responsibilities, which might result in more enthusiasm and commitment to their profession. In addition, Huberman (1993) notes that these experienced teachers

are likely to change their classroom routines and choose to engage in research. The last action which might be taken by some of the experienced teachers is that they engage in more challenging and experimental activities which will increase their satisfaction, and help them learn and develop more. Another action that could be taken by these teachers is reflective and collaborative activities. Richards and Farrell (2005) suggest that reflective and collaborative professional development activities can be particularly beneficial for experienced teachers; as such activities will place them in a mentoring or coaching role. Effective professional development for language teachers includes mentoring and coaching, reflection, and opportunities to apply theory and research to practice. In addition to these needs, there is another significant issue that needs to be addressed. Richards (2008) maintains that native speaker and non-native speaker teachers may bring different identities to teacher-learning and to teaching. In language institutes, students may express a preference to study with native-speaker teachers despite the fact that such teachers may be less qualified and less experienced than non-native-speaker teachers. This is the reason that teachers working in a context might feel frustrated, which may lead some experienced teachers to feel disadvantaged compared to native speaker teachers in the same course. Teacher learning involves not only discovering more about the skills and knowledge of teaching but also what it means to be a teacher. At this stage, accurate and fluent speech becomes essential in order to participate in a community of practice, which requires learning to share ideas with others and to listen without judgment, and like other forms of collaborative learning, may require modeling and rules if it is to be successful (Richards, 2008). Professional development activities will help teachers to satisfy such requirements.

Developing professionalism for teacher educators :

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for modern technology. Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities.

A discussion on competence focuses on three important ideas: preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. "Decision making by well-trained professionals allows individual clients' needs to be met more precisely and... promotes continual refinement and improvement in overall practice" (Darling-Hammond, 1988). Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment. Furthermore, by doing this, the professional teacher leads students by his or her example: one who is prepared for difficulties will be able to overcome them. Along with preparation, a professional educator with a strong knowledge of his / her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant thought on the material being taught. Thus, a

professional is able to dwell on how to relate subject matter to the students and their cultures in an original method. The final portion of competence is discovering and assuming a defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are more effective. According to Lunenburg and Ornstein (2000), "Hiring teachers by subject and skill presumes that curricular priorities have been established, which means that decisions have been made about how much time will be devoted to each segment of the curriculum." Although this may take years to get sufficient skill, a professional is willing to self-evaluate his or her pedagogy as he/she develops it, revise their edification when needed, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents. Although competence is essential to teach professionalism, it is only useful if the educator is able to perform. "As individuals, professionals have the right to perform their work as they see fit, based on knowledge acquired through specialized training". Such a quote demonstrates the essentiality of performance, which derives from both premeditated and improvisational techniques. A professional teacher educates so that students learn concepts and apply them to their lives. Thus, the application of these concepts must be inside the bounds of students' lives. Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active teacher, showing the students a genuine interest in their progress as a student. The final characteristic of teacher professionalism, conduct, is equally as significant as the first two. The manner in which an educator carries himself or herself is a reflection on one's classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behavior. However, these are minor qualities of conduct. Conduct also includes one's ability to initiative and maintains quality communication with all the concerned involved in education: students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it is a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

Teachers' professionalism :

The origins of professionalism are traced in law, medicine and clergy (Freidson, 1971). These three occupations framed the key traits of a professional occupation that distinguish them from all the others (Hilton and Southgate, 2007; Webb *et al.*, 2004; Whitty, 2008). However, as Whitty (2008) specifically points out, "more recent sociological perspectives on professionalism have rejected such normative notions of what it means to be a professional". Furthermore, regarding teachers' professionalism, Hargreaves (2000) identified such a development through four broad historical phases. a) The pre-professional age, in which teaching was seen "as managerially demanding but technically simple, and its principles and parameters were treated as unquestioned commonsense. "One learned to be a teacher through practical apprenticeship and one improved as a teacher by individual trial-and-error". b) The age of autonomous professional, which was marked by "a challenge to the singularity of teaching and the unquestioned traditions on which it is based". c) In the age of the collegial professional, there are increasing efforts "to build strong professional cultures of collaboration". Finally, the post-professional age or postmodern "is driven by two major developments in economics and the electronic and digital revolution in communications". These phases can be identified in various countries all over the world but not in the same order. Several researchers have

stressed the difficulty to define the notion of teachers' professionalism due to the inherent complexities such as the incomplete usages or varying meanings (Evans, 2008; Hargreaves and Goodson, 1996; Helsby, 1995). The concept of professionalism is socially constructed (Helsby, 1995; Troman, 1996) and is also "subject to geographical and cultural differences in interpretation, which themselves may change over time" (Helsby, 1995). According to Evans (2008), further and detailed research on professionalism is demanded to understand "the service that professionals provide to society and how this service may be improved". Hargreaves and Goodson (1996) attempted to describe the concept of professionalism as "something which defines and articulates the quality and character of people's actions within that group". Similarly, Day (1999) delineated professionalism as a "consensus of the norms, which may apply to being and behaving as a professional within personal, organizational and broader political conditions". Teachers' professionalism is also closely related to educational policy reforms, which can either diminish teachers' professionalism, when they have been poorly managed and ignored teachers' vocational needs (Day and Gu, 2007), or redefine teachers' professionalism and augment the culture of collaboration, which enhance teachers' professional learning and moral support (Hargreaves, 1994; Webb *et al.*, 2004). It seems therefore that it is important for government policies and reforms to take into account teachers' voices and needs in order not only to implement the changes but also to effectively support teachers' work and reassert their sense of professionalism into their working environment. Moreover, Hargreaves (2000) stated almost two decades ago that "teaching in many parts of the world is in the midst or on the edge of a great transformation". Indeed, until now, schools and consequently teachers face a broad spectrum of changes and reforms, which raise standards and demands and have impact on their roles and responsibilities. These, in turn, become increasingly extended including current and emerged issues such as new forms of families, parental involvement, multicultural society, new technologies and greater policy control (Day *et al.*, 2007; Hargreaves, 2000; 2001). Teachers' work becomes more demanding and restricted and teachers are forced to work, in ways they had never been taught. This changing nature of teaching affects teachers' work and therefore the notion of their professionalism. Taking into account this current situation, with its own complexities interwoven, a comparison with other cultures and/or countries would add to a framework for reflection and debate with issues of similarities and differences.

Professionalism and professional development :

Taking into account the significance attributed to professionalism as well as the fact that professional development is conceptualized as "a learning process, resulting from the meaningful interaction between the teacher and their professional context, both in time and space" (Kelchtermans, 2004), it could be recognized the importance and the value of these notions to teachers' professional growth. As Evans (2008) has pointed out, "the rationale for studying professionalism is to increase understanding of and augment the knowledge base relating, among other things, to the service that professionals provide to society and to how this service may be improved". Moreover, apart from the significance which is given to these two notions, an interrelation between them is also highlighted and it is accepted that teachers' professionalism is linked to and enhanced by professional development (Evans, 2008; Kirkwood and Christie, 2006). This two-way dialog between professionalism and professional development indicates the fact that concepts of professionalism are inherent in professional development policies and practices and professional development implies changes to professionalism (Evans, 2008; Tang and Choi, 2009). Pratte and Rury (1991) defined professionalism as "an ideal to which individuals and occupational groups aspire, in order to distinguish themselves

from other workers.” The prestigious status that the expert professionals enjoy is based on the following characteristics of a profession:

Expert knowledge :

Professionals are expected to have expertise to do their work. The status of a profession has in part been a reflection of its identification with a distinctive body of knowledge. Because of this expertise in knowledge, organizations that employ professionals are not typically based on the authority of supervisors, but rather on collegial relationships among peers (Ambrosie and Harley, 1988). Knowledge is the basis for decisions that are made with respect to the unique needs of clients. The professional autonomy and authoritative power of the professionals over their practices are also derived from this expertise of the professionals.

Professional autonomy :

The expert professionals assume collective responsibility for the definition, transmittal, and enforcement of professional standards of practice. They also control the education and licensing process of its members. The selection process starts from the admission process into the educational agencies, typically university programs at graduate level. Because of the competition to the limited number of students admitted to the program, the better prepared candidates are selected. In completion of the program, the candidates of the professionals have to pass the rigorous test on the expert knowledge, followed by continuous evaluation during the internship period. This certification process not only controls the induction of members to a profession, but also promotes the acquisition of standardized, formal knowledge required to its members through their interaction with the experts in the profession.

Motivation on public services :

In addition to the requirement of expert knowledge in theory and practice, the professional practitioners pledge their first concern to the welfare of the clients. Codes of ethics in the professional practices are usually established by the professional association and enforced by the peers in the profession. If any client is not satisfied with the services provided by a professional, he or she initiates a legal process instead of reporting the case to the supervisor.

Conclusion :

In our study we have focused to make a clear distinction between Professional Development of Teacher and Professionalism. There is an inevitable link between the school and society. We need to have a clear sense of fundamental purposes in schooling. As discussed so far, teachers are substantially different from the expert professionals in professional training, induction process into the field, professional autonomy, practitioner-client relationship, and social status. These differences not only characterize the nature of teaching but also determine the nature of education that the students receive at schools. As teacher professionalism has been a major concern among the proponents of education reform since early 1980s, more attention on the status of teachers seems to be needed.

In addition, we need schools with professional teachers with expertise, commitment, and leadership. Raising professional standards and improving teacher preparation programs will have little effect unless teaching becomes a more attractive career. While professionalization of teaching is only made possible by a confluence of social, political, and economic circumstance, we need to

develop a sense of a community centering on a school among administrators, teachers, students, and their parents. Finally, many problems from administration and society may arise regarding professional development and professionalism of teachers but for a change towards development individual motivation of teachers is the primary criteria in this respect.

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