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Reflective Article

Ways of Teachers/Educators' Continuous Professional Development: A Poetic Inquiry

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Abstract

University-school collaboration for university and school teachers' continuous professional development seems to be an overlooked research area in Nepal.

This study explores ways for university and school teachers' Continuous Professional Development (CPD) through a university-school partnership project, Continuing and Professional Education Program (CPEP).

With emancipatory intent, CPEP Coordinator and university teacher, I, conducted focused group discussions with stakeholders and workshops with teachers adapting the action research design.

Through workshops, teachers contextualized curriculum, adapted progressive pedagogical approaches, developed a school-based formative assessment model, strengthened teacher-student relationships, and improved SIP as/for continuous professional development.

In this process, I explored the four ways of continuous professional development: analyzing curriculums, adapting participatory assessment, enhancing action research skills, and improving envisioning practices. I adapted poetic inquiry

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to make sense of my auto/ethnographic story
from the reflected information and for performance
or presentation.

Keywords: *CPD. Auto/ethnography. Teacher. Educators. Poetic inquiry.*

Inspired by Franz (2007), I dared to move beyond the dualist paradigm (e.g., post-modern and the rest) of presentation through poetic expression of my study. It demands readers not to expect reading conventional paragraphs and making sense but active reading i.e., examining and reading each punctuation, capitalization, space, word, phrases, clauses, sentences, lines and verses taking appropriate pauses and stresses using all senses. Inspired by poetic expressions from the verses of Eastern Wisdom Traditional literature I used poetic form to report the Nepali community-based work. Further, I used poetry in presenting my study including findings which would support modern readers to grasp or imagine a poetic, metaphoric or art-based performative way in qualitative transformative educational research and practice (Cooper, 2010; Dhungana & Luitel, 2022). It is one of my ways of critiquing and addressing the aspects of social inequity by going beyond conventional method of inquiry and report/present (Dhungana, 2022). This art-based educational research does not have any conclusion or claims on exploring answers to the problem which "allows for expressive input that supports both equality and equity between the researcher and researched (also reader and author) ultimately contributing to human understanding and respect of all others" (Barton, 2015, p. 74)

Namaste, everyone!
It's me, Parbati!

I am here for an art-based performance,
full of positive vibrance.

I would like to begin with a poem.
That says the worth of art.

Welcome you all to my presentation
of the title

Performance Modality

My (teacher/educator) performance modality
It is like a recitation of poetry
for sharing this auto/ethnographic study.

For instance,
I will narrate the study
like narrative poetry.

Going beyond the conventional envelope
of the research language,
I created poetic language.

Poetry does not necessarily mean poems
also figurative language including pauses,

punctuation, capitalization, space, and so on.

It is not for the deconstruction of the conventional practices
but for giving space to the interplay of sight, feelings, and thinking
between the words, clauses, sentences, pauses...

I request to engage your eyes and ears
This is not only for the readers
It includes your insights, let's cheer.

Yes, I could not avoid the whole structure
background, introduction and many more
'desk rejection' was my only fear.

Moreover,
it is a working paper.
So, you may find the droplets of
fractured thoughts and feelings of a teacher
and teacher educator
scattered here and there.

You may find it incomplete,
incoherent, but
I see a complete,
coherent whole in it.

The conventional parts
background, introduction ...
may distract you

But
this is what
and where
practitioner-researchers halt,

Like the way Wordsworth would halt
"the spontaneous overflow of powerful feelings"
without poetic expressions.

(Luitel & Wagley, 2017) and (Dhungana & Luitel, 2022) would not
Experience transformative learning
Without arts-based multiparadigmatic-spaces.

Background

Although there seems freedom in consultancy
A teacher/educator sees the common good
In the university vacancy!

Finds a job as a program coordinator

With confidence in bridging
University and school
with pedagogy of critical-care.

The working context was full of delight
Finding University context full of light
Focus was to face the field full of plight.

It was filled with hopes,
Finding university and schools
Enough of non/human source.

Although not free from surprise,
Having needs and strengths varies,
Educators, experts' limited roster size!

But had 4 Cs as a foundation!
Cooperation and collaboration
Co-learning and continuation!

Introduction

One fine morning,
She wakes up with a feeling
“Nobody is understanding!”

Gets up watching a video on her Facebook wall
a progressive teacher educator's call
to work with teachers and all.

Refreshes herself recalling her university class:
“You are not teaching properly in your class!”
How it would be like a proper class?

Prepares meal recalling her Principal's meeting:
Happiness? Our institutional success!
Results? Our academic excellence!

Finishes her meal thinking about better planning
Pedagogy of critical-care
Does a teacher/educator dare?

Problem

My research **issues**
Current **TPD programs**
are not focusing much on teachers/educators' **dilemmas**,
like of Vashetine et. al (2022)'s expected **elements**
and for Van der Klink et al (2017) **comparisons and contrast**
of professional development, i.e., preparing **students**

for **traditional ways of assessment through progressive pedagogical practices.**

Purpose

This study aims
for
exploring ways
of
university and school teachers'
continuous professional development
through
a university-school partnership project,
Continuing and Professional Education Program
(CPEP).

Methods

Now, sit by my side
And
Listen to me
through your body, all senses
as
I am going to tell
YOU
Before what?
How? I crafted a story
of
a teacher-educator who works for university-school collaboration
for university and schoolteachers' continuous professional learning in Nepal.

My dear audience,
My intent was emancipatory
And approach was participatory

I conducted FGDs with teacher leaders
Workshops with teachers
Self-reflected and with teachers.

Adapting auto/ethnography research design
Contextualizing curriculum
Adapting progressive pedagogical approaches,

Developing a school-based formative assessment model,
Strengthening teacher-student relationships, and
Improving SIP

Explored the following findings
Uncovered through poetic analysis
Documented as poetry.

Findings

Dear audience,
Now,
I, a teacher educator, share
What I did
In response to the study of
Van der Klink et al (2017),
the four ways of
continuous professional development.

Analyzing Curriculums

Teacher-7 said,
“Curriculum?! Honestly saying, I don’t know anything.
Please teach us EVERYTHING.
We want to be experts, at least in something.”

Teacher-8 said,
“Curriculum? No fears!
I taught for 25 years!
Progressive approaches? Where’s?”

Teacher-9 said,
“We use the international curriculums!
The national curriculum? Lots of problems!
But what to do, students are facing problems in national level examinations.”

Listening to the reluctant, traditional and progressive teachers,
I realized
carefully mapping and critically analyzing curriculums
may explore
similarities and differences of multiple curricula, bridge them
and explore context-responsive (progressive) approaches
for implementing curricula.

Adapting participatory Assessment

Teacher-1 said,
“We know we need to have a formative assessment but...not following it.
There is nobody to crosscheck it!
It will go on.”

Teacher-2 said,
“We know we need to have a formative assessment but are not able to follow it.
We want to learn it in detail.
How contextual is it?”

Teacher -3 said,
“We have been adapting formative assessment, long... before CDC.
We developed rubrics, look!
How can we improve it?”

Listening to the reluctant, doubtful and improving teachers,
I think
Participatory assessment
Assessment of self, peer, parent, and teacher
may explore
authentic assessment rubrics
of
Participatory assessment
using cognitive and affective domain
for
enhancing critical and caring skills and values.

Enhancing Action Research Skills

Teacher-4 said,
“We want to adapt approaches, progressive
but parents are aggressive.”

Teacher-5 said,
“We see the problems.
They are only our problems.
We can solve our problems.”

Teacher-6 said,
“Long back,
I did research to pass.
I never knew I could do research in my class.”

Listening to the blaming, caring and inquisitive teachers,
I realized
Planning, action, reflection, observation
teachers themselves
explore and solve their issues
as/for
continuous and sustaining professional development.

Improving Envisioning Practices

A teacher-leader-1 said,
“We have collaborated with the university.
Now, show us the destiny.”

Teacher-leader-2 said,
“We have recently decided to move towards progressive education.
How can we support teachers for their promotion?”

Teacher-leader-3 said, “
“How can I prepare a future teacher-leader among my teachers?
What shall I do so that one/two can take a lead within five years?”

Listening to the informing, reforming and transforming teacher-leaders,
I learnt
Participatory approach of improving SIP
May engage critical minds and caring hearts of the stakeholders
To enhance envisioning
skills, knowledge, and practices
as/for
continuous professional development.

Final Reflections

With the query
How can teachers and teacher educators continuously develop professionally?
I began my research journey.

With the teachers
Teacher-leaders
And teacher educators

Through 4Cs as a foundation
Cooperation and collaboration
Co-learning and continuation!

Explored the 4 ways of professional development
Analyzing curriculum
Adopting participatory assessment

Enhancing action research skills
Improving envisioning practices
As/for continuous professional development.

Concluding I requested
Please reflect
And re-act!

So, they did!
You may read!
As I read
What Lucko (2024) did!

Teacher-1

*Thank you
For calling me your teacher
Gratitude fills my heart*

*When I get to nurture your growth
My heart fills with joy
When I see you learn
Step by step
You amaze me with your brilliance
You surprise me with your zeal to learn
My dear students
I love you all
I will give my heart and soul
To fill your mind with wisdom
Dear students
Thank you
For calling me your teacher.*

Teacher-2

*I do always feel,
every child has a uniqueness.
I do always try,
bring out that specialty.
Sometimes I can,
sometimes I fail.
Some students try,
and excel to learn.
But some of them cry,
and share their shortcomings.
I do feel proud,
when able to leave my legacy.
I do think more,
for the ones who still struggle to score.
I even think,
something's lacking in the teaching process.
So, I always look forward,
dear angels, guide me more.*

Teacher-3

*My job as a teacher
is to help my students
my task as a teacher
is to help them bring out
everything creative, they have been pushing down
all those they would have been capable of
had there been an environment to develop
my job as a teacher
is not only to teach
the words from the books or the print
but to tell them that life is rich
source of knowledge and tree of wisdom*

and to teach them the curriculum
and to learn myself as a learner
to accommodate Edison, Einstein and other
and tell them they belong here ever.

Conflict of Interest

There is no conflict of interest reported by the author in the article.

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