Current Issues about Professional Development and Training: Concept and Approaches

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Abstract: This article offers both theoretical and practical perspectives on the key components of Professional Development (PD). It also takes educational leaders on to consider the systems and tasks they have to undertake in managing the professional development of others. This article also provides educational managers and those interested in the field with an introduction to the process and skills they will need in managing professional development for educational management. It proposes a framework intended to inform discussion about general consideration of aspects of development processes, including the planning and evaluation of professional development.

Key words: Professional development · training provision · school principal training · needs assessment · evaluation · training methods and process

INTRODUCTION

In recent years professional development is being recognized as crucial not only to the individual but also to the promotion of effective and efficient organizations in many countries across the world. As a result of this, it is very important that school principals and teachers develop the necessary skills which will help them to perform their roles and responsibilities effectively. There are many reasons to be concerned about the professional development and training provisions. As the role of school principals and teachers has developed over time so has the provision professional development and training.

The success of the professional development and training is determined by the nature of the provisions themselves and how they are organized and implemented. As pointed out by Hughes [1], Buckley [2], Hickman and Dale [3], Bolam [4] and Bush [5] in UK, Balci and Çınkır [6] Şimşek [7] and Karip [8] until recently in Turkey, training and professional development opportunities existed for principals and teachers, these were unsystematic, inconsistent and piecemeal. Like the curriculum its form was local and often informal. National consistency in the extent and form of professional development training, in the standards or competences towards which training was aimed and the availability of provision has not been a major feature. Therefore, those who are responsible for design and construct of PD need to have a clear conceptualization of the changing context of PD. They also need to have clear understanding of their skills during the design and construct of PD.

Professional development and training

Concepts and approaches: Professional development and training initiatives are the strategy the governments have chosen to bring about the desired improvements, but although these developments were based on experience and consultation, there is no guarantee that a national innovation such as these will work. In the area of professional development and in education in general there can be uncertainties and differences of viewpoint about many things. For example, it is difficult to arrive at agreed definitions of the terms professional education, training and development and In-service Education of Teachers (INSET). This comes partly from the complexity of professional development itself.

As Craft [9] and Dale [10] described them, Continuing Professional Development (CPD) and In-service Education of Teachers (INSET) are terms which tend to be used fairly loosely and interchangeably. Both terms tend to be used to cover a broad range of activities designed to contribute to the learning of teachers who have completed their initial training. Professional Development (PD) seems to be a broader concept relating more to ongoing, positive changes in people's professional

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capabilities and careers. The PD terminology will be used here to refer to a process of developing self-awareness, competence in and better understanding of professional roles and tasks. This definition of professional development also means that it may occur without taking formal courses.

In the next part of this article a framework for PD will be outlined, with its main elements indicating issues that arise generally in provision for professional learning and development.

**A FRAMEWORK FOR PROMOTING PROFESSIONAL DEVELOPMENT**

Although the present author takes responsibility for the framework proposed below, it should be recognised that a range of aspects of PD have been addressed in the literature by various writers and that these show some similarities. For instance, O’Neil [11] looked at professional development in terms of target (individuals or groups with like needs); needs analysis (intrinsic or extrinsic); purpose (career-oriented personal needs); and focus (short or long-term). Craft [9] categorised aspects such as purpose; location; length, methods and level of impact. Ernaut et al. [12] made similar points in their research into development of knowledge and skills in employment.

As shown in Table 1, the framework has five main aspects or phases. For example, theoretically it is possible to start at any point, although in human activities purposes do tend to have the most importance, so purpose is put first.

**Identifying professional development goals:** The first aspect to think about in any intended professional development is its purpose: what is being developed, what are the goals of the professional learning activity? Above it was defined that professional development means positive change in professional capabilities. It is recognised that people come to professional development activity from many starting points and for many reasons. But the writer is arguing that, when people do think of professional development as it is defined above, they are thinking about a purpose to acquire or develop professional capabilities. This is the usual starting point for managers in education systems who recognise a need to provide preparation or training for a particular role, such as headship. But people thinking of taking such training will also ask themselves what they may gain in capability and awareness.

<table>
<thead>
<tr>
<th>Table 1: Framework for considering the processes and issues of professional development</th>
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<tr>
<td>1 Identification of purpose (professional development goals)</td>
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<tr>
<td>2 Analysis of learner needs</td>
</tr>
<tr>
<td>3 Development programme or process of professional learning</td>
</tr>
<tr>
<td>3a Methods and processes</td>
</tr>
<tr>
<td>3b Content of the programme or process</td>
</tr>
<tr>
<td>3c Location</td>
</tr>
<tr>
<td>3d Length and timing</td>
</tr>
<tr>
<td>3g Participants</td>
</tr>
<tr>
<td>4 Assessment of professional capability/development</td>
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<td>5 Monitoring and evaluation of professional development programme/process</td>
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The goals chosen for PD are therefore likely to be related to a need for development of some kind that has been identified. They may arise at national or local level such as the instance of an initiative or legislative change, or realisation of a need to increase the effectiveness of existing arrangements through improved fulfilment of particular professional roles within a system. Or for example, they may arise from an individual’s awareness of a personal development need or professional problem to be solved. For a professional development process to be effective in the broader context, it is necessary not only to think in terms of the benefits to the individuals taking it, but also how these benefits fit into their organisation’s overall objectives. As Beardwell and Holden [13] comment, “many organisations invest considerable resources in training and development but never really examine how training and development can most effectively promote organisational objectives, or how developmental activities should be altered in the light of a business plan”.

**Professional development goals and competence specification:** In order to achieve professional development goals, the first thing needs to be considered is that the intended outcomes of any professional development provision should be made clear. Making clear the professional capabilities, qualities and development offered provides at least a basis for informed choice by potential candidates and it promotes accountability by the providers.

This view is likely to be seen as arguing in favour of a “competence” approach to professional development. Because of the controversy recently expressed about competence-based approaches [14, 15], it is important to be clear which aspects of a competence approach the writer agrees with and which aspects he rejects.
The position put forward here is based closely on the viewpoint of Tomlinson [16-18]. Tomlinson points out that the traditional everyday meaning of competence is capability; that is, capacity to bring about intended purpose. In this sense it seems obvious to try to specify the capacities aimed at by a course of education or training. This is what the competence-based movement originally intended. However, Behaviourist psychological influences soon led to an unfortunate concern with observable actions, so that the terminology ‘competence-based’ actually started to be used to refer to observable performances. Tomlinson points out that this is ironic since it is almost the “opposite” of the traditional capacity meaning of competence.

Tomlinson does consider it useful to try to specify the relevant sub-skill capabilities which correspond to the functions and sub-functions of an overall role capability. Like many other critics, he also points to the danger of a “checkbox” approach to competence specification and training. He argues that an overall capability is not usually reducible to a collection of separate elements, in which someone would possess a skill when they have mastered all the different fragments.

The writer of this paper generally accepts Tomlinson’s position as being applicable to provision for professional development. An important part of this view is that specifying goals of a teaching/learning activity is not the same as deciding the learning/teaching processes that may bring about these intended capabilities: usually there are many ways to achieve the learning goals. To choose relevant learning activity we do need to know first what are the intended capacities. But we also need relevant pedagogy, that is, understanding of the ways learning can work and how to assist this by teaching. Also, at some point, the individual needs and aptitudes of professional learners must be taken into account.

**Analysis of learner needs:** The previous section dealt with specifying professional development goals at a more or less general level and it was said that this follows from some general analysis of need at a system level or even at an individual level. But at some point there has to be an analysis of specific learner needs and this is usually linked with particular forms of training provision. Two kinds of needs seem to be important, these are (a) outcome needs and (b) process needs or aptitudes.

**Outcome needs:** This refers to what the learner actually needs amongst the professional goals already specified. For example, an education minister could decide that principals need capability in legal knowledge, financial administration and people-management and a course might be designed to develop these competences.

**Process needs:** Many writers claim that people have different learning styles and aptitudes [19] and that learning is more effective when the teaching process matches learning styles. We can extend this idea of learners’ resources to include their contexts, because these contexts may provide different kinds of opportunities for professional learning. For example, a deputy headteacher may be in a school where the headteacher has good expertise in financial management and useful computer packages for this, so the deputy could use this to learn much in his or her own school context.

**Methods of needs assessment:** Learner needs assessment is usually seen as part of training provision and it often takes place just before the start of formal courses, so that the results can be easily fed into course provision. For example, it can be considered that the candidates for professional development know themselves best, therefore needs assessment should include self-evaluation. In some cases they may also be motivated to claim more capability than they have, but in other situations they may claim a greater need for training than they really have.

Another problem here is that professional development is concerned with improving practical capability in real contexts, such as teaching or managing in a school. It is now recognised that practical capability includes “procedural” knowledge, which is often difficult to express [20, 21]. The present writer therefore believes that a range of different approaches usually need to be used in needs assessment.

Successful identification of specific professional development needs leads to the selection of relevant parts of a professional development programme or process. It may be the basis for customised design and planning of provision where possible, but more typically the level of match to individual needs will not be perfect, because it will be affected by limits on understanding, expertise and practical resources. Although needs assessment is sometimes seen as something that happens only at the beginning of the course, in fact it should be continuing through the course as formative assessment. In this way pre-course needs assessment can be seen as the first step in professional development formative assessment.
A development programme or process

Content of the programme: Education, training and development: The content of the programme should depend on the intended development goals and it was claimed above that in PD these are essentially concerned with practical abilities. However, similar to competence, there have been controversies about practical capability and this also relates to what should be involved in provision for developing practical capability.

Ernaut [22] has claimed that “discussions about professional knowledge and learning tend to be based a dichotomy between theoretical knowledge, which is codified in books and taught and examined on courses and practical knowledge that is acquired on the job”. Similar to this, Tomlinson [21, 23] has pointed out that traditionally this dichotomy has often been expressed as a contrast between knowledge and skill. Knowledge and understanding have been seen as conscious representations, but skill was seen as purely action. The mind is not seen as physical, but as involving awareness, it contains knowledge and carries out thinking.

This dualism is connected also with the traditional contrast between education and training and with ideas about what processes should occur in each of these. Education has been seen as “the development of states of a person that involve knowledge and understanding in depth and breadth” [24], but training was associated with skill and “narrow inculcation” of procedures, which were not seen to require understanding”.

Tomlinson [21, 23] emphasised that this is actually an inadequate behaviourist view of skill and he argues that it could only apply to simple, “closed” activities where simple routines can guarantee success. In complex, “open” social activities such as teaching and management, it is impossible to find specific procedures that “always work”. Modern studies of expertise confirm this by showing that human skills involve much knowledge. This knowledge must often be used to “think on your feet” in the middle of activity [22, 24, 25].

The traditional contrast between education and training therefore appears to be breaking down and so in order to avoid these traditional assumptions the above framework refers to professional development, not to training or education. It was claimed earlier that PD is about learning how to do things better, but it is now recognised that this includes development of knowledge and understanding and actually some forms of PD will deal only with knowledge and understanding. It is important to add that the above arguments mean that PD provision may include being told procedures and practising them, but it should also helping people to improve at solving everyday problems and to use practical strategies intelligently. The choice of professional development and not training as the best term in this context also indicates that it is not assumed that the success of PD can be guaranteed, as in the traditional model of training, which assumes there are correct procedures and that they can simply be drilled in.

Methods and processes: Once the development needs have been identified the programme providers or the learners themselves if they are managing their own development can begin the task of planning development priorities including which methods can fit needs effectively. This includes aspects such as kind of activity, location/context, duration and participants, which will be considered in the following sections.

Detailed examination of professional learning theories is not within the scope of this paper, however there are some important ideas relating to learning processes that are supported by a number of theorists and writers today and which are important here.

One emphasis comes from Constructivist ideas which are now very influential in educational thinking [26, 27]. People participating in professional development courses tend to interpret new information in terms of their own ideas and assumptions, even though they may not realise this and even though their own ideas may not be correct.

For example, Joyce and Showers [28] studied the impact of including different levels of components in training methods on teachers professional classroom development. Their results suggest that different components combine to impact at different levels, which they named as: awareness, knowledge, skills and application. According to Joyce and Showers: Presentation has an impact on awareness. Demonstration has an impact on awareness and knowledge. Practice in simulated settings has an impact on awareness and knowledge. Feedback has an impact on awareness, knowledge, skills and application. Assistance in the classroom has an impact on awareness, knowledge, skills and application.

If these views are accepted, then professional development could take many forms and could impact on different levels, as Ernaut [22] has emphasised.

In practice, a range of methods have been used in professional development, as summarised in Table 2 based on Holden [29], Craft [9] and Glover and Law [30].
Table 2: Common professional development activities/methods

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<tr>
<th></th>
<th>Holden, 1995</th>
<th>Simulations</th>
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<tr>
<td></td>
<td>Workshops</td>
<td>Interactive computer-learning</td>
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<td></td>
<td>Cases studies</td>
<td>packages</td>
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<td></td>
<td>Role play</td>
<td>Problem solving</td>
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<tr>
<td>Craft, A. 1996</td>
<td>Action-research</td>
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<td></td>
<td>Self-directed study</td>
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<td></td>
<td>Teacher placement</td>
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<td></td>
<td>Personal reflection</td>
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<td></td>
<td>Experimental assignments</td>
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<td></td>
<td>Collaborative learning</td>
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<td></td>
<td>Using distance learning materials</td>
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<tr>
<td></td>
<td>Receiving on-the-job coaching, mentoring or tutoring</td>
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<tr>
<td></td>
<td>School-based and off-site courses of various lengths</td>
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<tr>
<td></td>
<td>Job shadowing and rotation</td>
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<td></td>
<td>Membership of a working party or task group</td>
<td></td>
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<tr>
<td>Glover and Law, 1996</td>
<td>Conferences</td>
<td>Long courses</td>
</tr>
<tr>
<td>Law, S 1999</td>
<td>Observation</td>
<td>Group activities</td>
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<td></td>
<td>Short courses</td>
<td>Critical friendship</td>
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<td></td>
<td>Mentoring</td>
<td>Professional development days</td>
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</table>

**Location:** When organising professional development courses one of the important aspects is the location and relationship to ‘normal work’. This can range from completely on-site, school-based through to off-site arrangements in other settings such as professional development centres.

According to Thompson [31], Hopkins [32] and Craft [9], the main advantages of on-site development are that it normally targets a group of staff, it matches the needs, resources and culture of a particular group of professionals more easily and it may have a direct impact on practice. Furthermore, on-site courses have the advantage of bringing together those who are going to work together on a particular real-life problem. Beardwell and Holden [13] maintain that on-the-job training is probably the most common approach to training and can itself range from relatively unsophisticated to more subtle and ambitious versions.

Other writers about professional development similarly accept that learning can and does occur informally in everyday situations. As Ernaut [12] pointed out,

learning occurs in employment throughout a person’s working life and people learn at work without necessarily being recipients of training… […] … achieving the goals often requires learning, which is normally accomplished by a combination of thinking, trying things out and talking to other people.

Nevertheless, writers referred to above like Thompson, Hopkins and Craft seem to be running together a number of elements. For example, residential sessions do not always involve external speakers as they say-it can be useful for groups of colleagues to experience a residential working together on a school focused problem. People may tend to simply take in existing practices and ways of thinking, because they are familiar in the context, immediately observable and approved of by those in power.

Off-site work has the opposite advantage that it may help people think more freely about the issues, especially where it is led by independent participants. Off-site professional development can also take a number of different forms, such as going on a placement in another school or a local workplace or industry, job-shadowing, working on a small-scale project for a company or organisation, collecting materials and exchanging ideas for curriculum, accounting, appraisal and management in the school and so on.

Craft [9] pointed out that one of the weaknesses of the off-site approach to professional development is that there can be a perceived gap between theory and practice and lack of supporting culture in valuing individuals’ off-site experiences for the team or school as a whole. On the other hand, off-site training gets people away from the work environment to a place where the frustrations and burden of work are eliminated. Also, they need time to reflect on what has been learned. In general she claims learners have found such courses stimulating both in terms of acquiring new ideas, meeting colleagues from similar schools and in exchanging experiences with those
from other schools. However, skill development demands not only the contextual work situation but also extensive practice. The off-site context cannot provide the situational aspect as fully, nor, for financial and other considerations, the time needed for practice to change [28].

**Length:** Existing professional development courses may range from a single, one-day event to a continuous programme and they may be part-time or full-time. Craft [9] classified INSET and professional development opportunities into three types by reference to their duration, as shown in Table 3 next.

<table>
<thead>
<tr>
<th>Type of opportunity</th>
<th>Duration</th>
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<tr>
<td>Long-term opportunities</td>
<td>1-3 years</td>
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<tr>
<td>Following through a school development plan; MA, MBA, Med. Advanced Diploma, etc. job rotation; school-based, local or National Curriculum development.</td>
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<td>1-3 years</td>
</tr>
<tr>
<td>Short-term opportunities</td>
<td>2-20 days</td>
</tr>
<tr>
<td>Working groups; 20-day courses, award-bearing courses delivered at a number of sessions spread over time; short university course such as certificate modules, summer residential; teacher placements, secondments etc.</td>
<td>2-20 days</td>
</tr>
<tr>
<td>Incidental opportunities</td>
<td>1 day or less</td>
</tr>
<tr>
<td>Study days, one-day courses; job-shadowing; attending relevant conferences.</td>
<td>1 day or less</td>
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</tbody>
</table>

Since the purpose of PD is to improve the knowledge and skills of the individual (and hence the organisation and other stakeholders within it, e.g. pupils), at the end of this event changes are expected. But these changes take time to develop. Craft [9] made the point that “change takes place over time, those involved in change are also likely to need support and development over time”. It appears that very often funders expect change and evidence of change too soon, when they should see many courses as providing resources that will then be used for learning in the real context over a longer period-only a beginning.

Once again, regarding duration there seems to be a need for a range of provision. Professional development opportunities of varying lengths would allow systematic, integrated courses, perhaps involving different kinds of activities and location, to be taken by those with the time and resources, but shorter elements for those who need them.

**Participants:** Participants include all those involved in the development work. They fill many roles including course designers, tutors and trainers involved in off-site and on-site formal courses; consultants and mentors for less formal, on-site provision and of course the learners themselves, including colleagues in informal learning through everyday pursuit of normal roles.

Although different kinds of provision can have the theoretical advantages and disadvantages mentioned earlier, the capabilities of the participants and the actual quality of their contributions are always important. But there is probably no single set of abilities needed by all trainers, although most of them will probably require several skills from the following list: course design, study skill promotion, communication, for example in, oral presentations, writing reports, team building, observation, counselling and tutoring.

Another important feature concerns the credibility of personnel involved in professional development provision: practitioners often think that professional assistance and teaching can only be given by those who have recent successful experience in the same kind of activity. Considering this together with the theory-practice separation referred to earlier, many professional learners might be less enthusiastic about more theoretical and off-site provision.

**Summative assessment of learner achievement:** There are several reasons why final (summative) assessment may be important at the end of professional development provision. The strongest argument is that the purpose of the provision starts from awareness of needed professional capabilities and so these capabilities cannot simply be assumed to be possessed by anyone. Also, it has been seen that professional development provision can no longer be seen in the old way as training which can guarantee transmission of unfailing knowledge and procedures. In any case, even if professional skills were so powerful, we could not assume that anybody taking such a course would automatically learn them, because training is not automatically successful.

These points show the need to assess the professional capabilities learners actually possess at the
end of their PD experience. For any programme that results in a formal award the idea of end of course assessment is traditionally taken for granted.

In practical terms the problems discussed earlier about needs assessment also arise here still more seriously.

**Evaluation and monitoring of professional development programme or process:** The final element in the proposed framework involves monitoring and evaluation, because all individuals and institutions involved with professional development provision wish to make it as useful as possible, especially those providing the funds wish to make it cost-effective. As Robson [33] claimed, accountability is now widely recognised as important in public services such as education. He defines evaluation as "an attempt to assess the worth or value of some innovation or intervention, some service or approach".

**Purposes and methods of evaluation:** Authors such as Robson [33], Chelimsky [34] and Cook [35] have pointed out that the meaning of evaluation has developed historically, especially during the late part of the 20th century. Earlier the focus was on effects and outcomes, but now many aspects and purposes are recognised as important in evaluation and these are connected to the wide range of approaches and methods now used. For example, Craft [9] identified seven possible purposes of evaluation as:

(i) Evaluation to provide accountability.
(ii) Evaluation for improvement of professional development.
(iii) Evaluation to promote better public relations and good practice.
(iv) Evaluation to provide information for policy, planning and decision-making.
(v) Evaluation as a means of 'needs diagnosis'.
(vi) Evaluation for exploration-to further understanding.
(vii) Evaluation as a learning process.

House [36] listed 11 available models of evaluation which have different conceptualisations as to what evaluation is about and how it should be done.

Evaluation specialists have therefore become aware of many aspects and possibilities within evaluation including political issues. Political issues arise because when judging the value of particular activities, especially publicly funded programmes, this takes place in a social context where different people and institutions have different ideas and values.

Chelimsky [34] proposed a useful classification of evaluation purposes and perspectives, which can also help to show how other aspects such as methodology could be considered. She thinks that evaluation purposes fall naturally into three general perspectives: Accountability: e.g. the measurement of results or efficiency; Development: e.g. the provision of evaluative help to strengthen institutions; and Knowledge: e.g. the acquisition of a more profound understanding in some specific area or field.

For example, some of the evaluation purposes suggested above by Craft [9] might be placed into Chelimsky's groups as follows: accountability i; development ii, iii, v; knowledge gain iv, vi, vii. For instance, if possible, development should obviously be based on knowledge and understanding of how the processes work. But this also requires outcome information on how far the process has in fact worked.

Another important distinction here is between formative and summative evaluation [37, 38]. This seems similar to Chelimsky's development versus accountability perspectives: formative evaluation involves judging progress during a programme, so as to alter the following parts if necessary; formative evaluation is developmental. Summative evaluation involves assessing the overall effectiveness of the provision, usually at the end but sometimes earlier [37]. However, effectiveness tends to involve a number of strands over a period of time. For instance, Dale [10] proposes that focuses for a good quality evaluation process would include:

- **Post activity assessment**-was the activity fit for its purpose, did the intended activity achieve its intended result?
- **Assessment of the application of learning** - was the learning worth acquiring in terms of time, effort and money; has it led to any improvement in the individual's knowledge, skills and abilities; is it possible to act upon the learning?
- **Was the learning required**-was the need accurately identified in the first place?
- **Has any unintended learning resulted**-was it worth acquiring, can it be applied?
- **Can the learning be shared with others**-does it enhance the performance of the collective work of other individuals and teams?
- **Does the learning help individuals (and teams) to achieve the business objectives**?
- **Does the learning help to add value to the organisation**?
Similarly, Hegarty [39] points out the elusive nature of the term in terms of what it may involve. Glatter [40] therefore considers that:

Testing the claims for effectiveness of group development clearly raises acute methodological problems. In particular, examining whether intended changes actually occur is major research task [40].

Some writers go even further. For example, O'Shea [41] implies that summative evaluation may be virtually impossible at least in some forms:

Individuals have different capacities for perception and growth as well as different potentials for change and development. Professional development can not be measured quantitatively in terms of input-output model. Moreover, participants bring to each conference different levels of professional experience, different needs, different philosophies as to how schools should be managed, different personal skills and intellectual abilities’ [41].

Likewise, Reid and Barrington [42] argue that evaluation is not appropriate for anything to do with learning processes because (a) the summative and historic nature of evaluation makes it inappropriate for long term findings, (b) evaluation as a process is not consistent with the learning process.

According to Chelinsky, her three different evaluation purposes have been connected with different research methods, although some methods have been used for more than one kind of purpose and there are controversies in this area. Accountability purposes traditionally used experimental approaches with quantitative data analysis of outcome measures and case studies only occasionally. Developmental purposes also include monitoring programme processes and implementation, for example through observing activities and consulting participants, for example by interviewing them. A development approach may include case studies and for some development evaluators it will include providing consultancy and assistance to self-evaluate and sometimes also help to improve their performance [43]. A knowledge perspective may use all of these methods, separately or in conjunction with each other.

In recent years, controversies and tensions have arisen in the evaluation field between specialists in these different evaluation perspectives, who have emphasised different kinds of investigation methods. Evaluators focusing on the development aspect have tended (a) to emphasise empowerment and consultation of possible stakeholders, (b) to work from constructivist paradigms which emphasise the importance of individual experience, judgment and impact and (b) to prefer qualitative methods such as participant observation and unstructured interviewing as ways of getting access to the depth and meaning of participants' experience [44]. Others such as Scriven [37] and Pawson and Tilley [45] have questioned aspects of this position.

CONCLUSIONS

Educational managers face a difficult task during the design and construct of professional development and training programs within the organisation to ensure the organisational effectiveness. One of the crucial tasks and responsibilities for educational leaders is to apply the principles of professional development not only to themselves but also to the people in the organisation and tasks they manage. To ensure the effectiveness of professional development effort, the National Staff Development Council [46] recommends that “evaluation must be seen as an ongoing process that is initiated in the earlier stages of programme planning and continued beyond program completion.” However, this would often pose great problems and require massive resources. Often, evaluators will have to choose priorities and their methods will need to depend on these priorities. Taking these into account PD program organisers may undertake the key tasks of managing a professional development. They should bear in mind that it can no longer be assumed that unsystematic PD programs can be successful without introduction of some form of systematic professional development and training programs in the field.

REFERENCES


