The Investigation of In-service Training for Staff Professional Development in Iran

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$$Min \sum_{i=1}^{n} c_i x_i$$
$$s.t \quad A_{(n+w)\times n} X_{n\times 1} \ge b_{(n+w)\times 1}$$

$$Min \sum_{i=1}^{n} w_i . x_i$$
$$s.t \quad y = A_{n\times n} X_{n\times 1} \ge b_{n\times 1}$$

ABSTRACT

Nowadays society is changing faster than ever and is making increasingly complex demands on schools so in-service is particularly important. Staff has to introduce changes in school structures and curricula. Falling school rolls are causing new problems, including reduced promotion possibilities for Staff. In-service training is an important instrument for school improvement as well as personal development. In-service training is necessary to maintain the professional standard and to raise standards of teaching and learning and therefore regular in-service training should take place. This paper shows necessity of Staff's professional development with respect to in-service training. The aims of this paper are to define staff's professional development, elaborate educational system, clarify In-service training of Educational, describe history of in-service training in Iran, explain teaching, state the necessity of staff' in-service training, discuss the necessity of teachers' training , describe the kinds of Staff's Training, explain Training-Needs Assessment and discuss concepts of Adult Education.

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Introduction

In-service training programme should be comprehensive, innovative, and sustainable. It is the responsibility of the individual to keep up their professional standard by giving content to the concept of 'lifelong learning' (OSGES, 2006).

Learning and development are essential if teaching staff are to adapt to ever-accelerating change in their fields of teaching practice, and if they are to make positive contributions to pushing up standards and increasing efficiency. The in-service training structure supports the idea of lifelong learning. Learning can be seen as formal through courses or study and, either informal on work based interactions with colleagues, or internet research. This new method of enduring learning can be organized for individuals and groups in team teach, or are web based.

The purpose of professional development through in-service training is to provide teachers with new teaching methodologies. Through new classroom management strategies and the use of technology learning outcomes will enhance performance (OSGES, 2006).

At the present, there is evidence of insufficient match in many schools between the qualifications and experience of teachers and the work they are undertaking. This is not simply a matter of remedying as quickly as possible particular specialist shortages, important though that is. Nor is it solely a question of extending and strengthening the academic knowledge of many teachers, though that too is needed. It is ultimately a more far-reaching matter of thinking through the implication of secondary education for all in terms of teaching tasks, and translating them in to programmers of higher education initial teacher training and of in-service training. All the responsible interests are involved in this (Bolam, 1982, p4).

Definition of staff's professional development

Every action which enhances the skills, knowledge or understanding between staff, and their effectiveness in schools were called professional development. It is the whole thing that staff does to stay progress and remain up to date, starting with training on their job thoroughly (DfES, 2000).

Staff professional development programs have been a major push in schools and districts across the nation to promote effective teaching by introducing teachers to the most current thinking about teaching and learning; yet, the conventional approaches to staff development, i.e., workshops, lectures, and demonstrations, seem to show little evidence of transfer to ongoing classroom practice. In conversations with our graduate students who have been classroom teachers and regular participants of professional staff development programs, we found that there appears to be a consensus around "'sit and get'," stand-alone workshops" as inefficient, ineffective, and unproductive (Klingner, 2004, p. 249).

Professional development should be designed to help staff stay or renew their enthusiasm and commitment to teaching (Guskey, 1995, II). In addition, Guskey declared that Educational staff needs to support in constructing and improving the skills of their ability to take full benefit of their "powerful, and often untapped, influence of students" (p. 116).

Definition of staff' in-service training

The chances for staff to achieve new skills, knowledge, approaches and dispositions in developing their classroom's teaching and effectiveness. With respect to Sparks and Hirsch (1996) in-service training, professional development, and staff development should influence the knowledge, attitudes and practices of the trainee. In this study, the term in-service training, professional development, and staff development use

alternatively to relate to the continuous learning activities .These terms are crucial to increase the staff's professional confidence, personal education and desires, and also common understanding of their changing roles and tasks.

Several studies were done on the effectiveness of human resource development program in Iran and overseas. Some researchers (Ighohwo & Merrow, 2011) believe that, staff are known as 'nation-builders'. Nowadays, it can see that most societies hold the same roles with staff and they are very significant. The best expectation of a perfect staff has certainly changed according time. Previously, staffs were known as the spring of all science and knowledge, but in our time this idea almost does not survive. Indeed, the staffs need to understand, a "change agent" is not as a simple receiver of knowledge and skills. In this situation, with regards to transfer, compulsory changes should focus on the current and the new requirement of staff, in the diverse area of the occupation. Actually, the professional development of staff is considered as a personal and group process that must be done in their work location.

Shahmohammad (2012) supported that there is a need to investigate and expand more useful means of improving educational staff to encounter the challenges of changing the world, and for concentrating the opinions of staff educators on conceptualizing the environment and a range of professional education at the entire levels. Teacher training programs for the future should provide the new and recent staff roles, usage of the instrument technology to generate new move towards to teaching-learning approaches and get into concern the requirements of learners, particularly regarding the groups now coming into school in Iran consequently of free education.

Concepts of Adult Learning

Berkvens(2009) states professional development or capacity building in organizations automatically involves some kind of adult learning. Adult learning and lifelong learning are often presented as being interconnected (P, 94).Adult learning differs from teaching children. Unlike children, adults know what they need to learn, feel that they themselves are responsible for their learning, have more experience that influences learning in both positive and negative ways, are ready to learn what they think they need to learn, have a desire for learning that is more life / task / problem cantered and are more intrinsically motivated to learn, driven by forces like self-esteem, job satisfaction or quality of life (Knowles, 1990).

Kearsly et al., (1999) confirm that adults have much more experience to rely on and that new skills and understanding are based on existing ones. They emphasize those certain methodologies like case studies, role-plays, simulations and self-evaluations are more appropriate for adult learners leading to meaningful learning. This leads to a shift from the content to the process of teaching. Brookfield (1991), however, finds it questionable and not academically grounded to expect adult learners to possess the meta-cognitive skills described by Knowles. According to him, it is not very likely that adult learners are such autonomous learners.

Another issue is the dependency of adult learners on educators. In order to become adequate adult learners, adults must unlearn teacher reliance (Esposito, 2005).

Learners should become more self-directed and autonomous in their learning by taking primary responsibility for their own learning. A positive self-concept is found to be important for people to become self-directed learners (Brocket et al., 1991; Knowles, 1980), but appropriate political conditions must be met in order to make self-directed learning by people possible,

as self-directed learning needs critical and free thinking, self-monitoring (responsibility) and self management(Brookfield, 1993).

According to Levine (1989) theories of adult development are not well known or explicitly used in schools. Yet they offer an important tool for professional development and school leadership. Phase theory can provide a guide to the major life tasks and conflicts that preoccupy and motivate adult at specific times during the life cycle. Stage theory can identify the structures that adults build to understand themselves and the world (p, 265).

In-service training of Educational Staff in Iran

Iran is a new country with a long historical heritage and traditional civilization. In spite of how people believe the idea of general development and its association of human resources, the requirement to develop an appropriate educational system attains a great job as his/her situation is to make everlasting society's inheritance and at the same time to improve individuals toward society growth (Shahmohamadi, 2012).

In-service training is the continuous improvement of the staff's knowledge, skills and behaviours that contributes to their welfare and the organizations in which they serve. Thus, the purpose of the in-service training is to produce more capabilities, increase efficiency in the current career and obtain better conditions for reaching higher positions (MoE, 2012).

In-service training programs in the Iranian Ministry of Education, nearly dates back to 1931. Before that the Educational staffs was trained by Darol-fonoon disorderly. Such trainings were done subjectively for official and educational staffs irrespective of considering the real needs of that organization (MoE, 2000). Since 1966, simultaneous to the first round execution of State Employment Law, such disorderly in-service training programs were put in order and had been done appropriately. In 1968, just official staffs were trained like the head of an office, general director or manager and some other staffs were selectively trained. But, from 1973, simultaneous with the second round execution of State Employment Law, a bureau titled as "In-service Training Bureau" undertook to train staffs. It really helps to support educational programs in some cities of Iran (MoE, 2000).

After the Islamic revolution, staff' training took an ideological and vital role and setting educational needs which were at the peak of organizational pyramid were changed. The staff, even who belonged to the lowest educational levels, started to determine and realize the educational needs. Classes and courses such as general education classes and Islamic and Quranic Knowledge ones were held automatically, and since the In-service Training Bureau increased its responsibilities, it was promoted to "In-service Training General Office" (MoE, 2001).

Since 1986, with respect to the necessity of promoting the scientific and academic levels of staff, long-term and continuous associate programs, un-continuous bachelor and master programs with the permission of the Organization for Official and Employment Affairs were developed. Since 1995, to use the available resources and facilities optimally, In-service Training General Office was merged with In-service Training Bureau and formed "In-service teacher Training and Human Resources Education Department General" (MoE, 2001).

History of in-service training in Iran

'Learning' while 'teaching' has a long history in Iran. Outstanding teachers at Nizamiyya Schools and seminaries, other training and educational institutions, while educating their own students, have attempted in their own learning, research and

authoring numerous books. In-service training evolution began after the gradual establishment of new schools and the central government's taking responsibility for training and educating staff (MoE, 2012).

With the development of new style primary and high schools and the needs of staff in such schools to information on psychology and education as well as teaching methods, in-service training classes were formed in the "Darul Fonoon" Academy. In-service trainings started at the Ministry of Education about the year 1930. Emphasis on educating and training the staff has existed in the rules and regulations of the (Ministry of) Education including "Rules of Compulsory Education" approved in 1942. In 1947, training programs for staff became part of the government's agenda. Between the years 1952 to 1956, due to the expansion of elementary education, several summers job-training courses were held for the staff. For a few decades, in-service trainings did not have an organized and coordinated from and no special unit was in charge of that. What formed the whole activities of the in-service trainings were a few special courses for the administrative and teaching staff that were hardly based on real needs of Education, were taste-based and were performed on an irregular and scattered basis (MoE, 2004).

From 1966, along with the execution of the first phase of the Administrative Employment Law and based on Articles 44 and 45, in-service trainings became more integrated. In 1968, the Staff Education Unit of the Ministry of Education named "Staff Education Office" came under the supervision of the Organization and Methods Office and started to act as an independent unit. In 1969, the responsibility for training the staff of the Ministry of Education was given to the "Institute of Educational Planning and Management". The Institute designed and conducted various courses to enhance the level of knowledge of general managers, deputy general managers, heads of departments and their deputies, district agencies and heads of departments of new districts of education. By the end of 1973, the Institute trained a total number of 5150 administrative staff. It is worth noting that in the same year the teaching staff also received the necessary trainings by the related Educational Planning Offices (MoE, 2012).

From 1973 onwards, a more integrated and centralized planning for training the staffs of Ministry of Education was carried out under the responsibility of "In-service Training Office". In the later years, in addition to the Institute of Educational Management and Planning in Tehran, the In-service Training Office established three other institutes in Shiraz, Mashhad and Tabriz that were performing in-service training activities under direct supervision of the General Manager for in-service trainings. In the year 1974, the In-service Training Office held few seminars for the guidance school educational consultants in various cities and in 1975 among the most important measures of the Office were elementary teacher job-trainings in order to teach in guidance schools as well as job training of 1500 individuals to occupy the posts of laboratory technician. In addition, in the year 1977, to prevent centralization of in-service trainings, in some cities educational centres were equipped to facilitate the conduct of in-service courses in a broader and non-centralized way (MoE, 2012).

In 1977, the long-term training program also were included in the agenda and during the summer of the same year the first course was held and a number of 4570 staff with a diploma certificate teaching English, Humanities, Natural Sciences, Mathematics and Vocational courses in guidance schools were admitted. Based on this program, the admitted candidates were able to receive a two-year undergraduate degree (two-year degree from teacher training colleges) during a three-summer period based on individual studies throughout the year. In addition until 1982 to the retraining courses for administrative and teaching staff, the In-service Training Office expanded the staff' training courses due to national textbooks modifications. To conduct the courses, the Office established in-service centres in 19 provinces. Other provinces were under the service of the central in-service training centre.

In 1984, the Administrative and Employment Affairs Organization divided the staff educational system into four general courses including
a) Public trainings
b) Vocational trainings
c) Management development trainings
d) Islamic and Theological trainings

In 1985, the 'Administrative and Employment Affairs Organization' inquired the governmental organizations to send their demands for holding long-term courses. In 1986, with respect to the promotion of scientific and educational qualifications of staff, two-year undergraduate long-term courses in 7 fields (Elementary Education, Mathematics, Natural Sciences, Theology and Arabic, Administrative and Financial affairs, Training Activities and Physical Education) and discontinuous four-year undergraduate courses in 3 fields (Training Activities, Electricity, Tool Machines) were launched with permission of the Administrative and Employment Affairs Organization. Between the years 1982 to 1986, the In-service Training Office conducted considerable measures including the development of advanced management trainings, decentralization policy of in-service training affairs, development of vocational and distance trainings as well as satisfying the authorities for holding long-term training courses for the staff and the staff continuing education (MoE, 2012).

After years, there was a tremendous growth in long-term training courses, and two-year undergraduate courses increased to 34 fields and four-year undergraduate courses to 46 fields including vocational courses as well. From 1990, admission of staff for long-term master's program in two fields (Electrical and Manufacturing) was initiated. In 1991, students were admitted for master's programs in Educational Management and Educational Planning, which increased to 18 fields in the following years. From 1991, with an increase in the number of long-term volunteers and expansion of academic courses, the entrance exam for Teachers' Higher Education Centres has been planned and executed. After 1991, in-service training improved in many areas including the development of in-service trainings especially long-term training courses, expansion of courses at master's level as well as in-service training programs in line with changes in policies of education system, holding workshops and national in-service training seminars and preparation of educational materials for long-term courses (MoE, 2012).

In these years, especially with regard to the implementation of the new education system at high school and necessity of training workforce, provincial teacher training and retraining courses were extended. Among the most important of these measures are holding a nationwide exam to provide staff for the new system of high school and pre-university education, quality assessment of teaching methods of elementary school subjects and mathematics at the guidance school and holding festivals for that purpose. The development of long-term trainings continued

in 1990s. The curriculum and the course syllabuses taught at the Teachers' Higher Education Centres were adjusted to the approved educational programs of the Ministry of science, Research and Technology Higher Council for Planning. Offering long-term two-year as well as four-year undergraduate training courses for elementary education in a semi-distance mode was welcomed by elementary school teachers. With the development of in-service training programs, at least one higher education centre was established in each province to conduct the in-service trainings, particularly long-term training, for the staff. A total number of 45 centres nationwide separately took the responsibility for trainings the staff and long-term training courses were also conducted at some teacher training colleges (MoE, 2004).

In October 2000, while limiting the long-term training courses, the cabinet formally inquired the governmental organizations to pay their staff as much as one month salary and extra payments annually in terms of at least 176 hours of attending the confirmed short-term in-service training courses. In April 2001, the governmental organizations were obliged under the approved act of the cabinet to regulate in-service training courses so that their staff and managers could receive an average of 40 hours and 100 hours of annual training respectively. In March 2001, in execution of the Articles 44 and 45 of the Administrative Employment Law and Article 150 of the Third Economical, Social, Cultural Development Plan, the new education system for the staff was prepared and regulated by the Management and Planning Organization. According to this system, long-term training courses are limited and certain measures are planned so that the benefits of the long-term training courses are considered for those who under certain conditions attend short-term courses in their service period. The short-term training courses were further divided into four courses: retraining, career, general and management development trainings and the governmental organizations were required to prepare a comprehensive system of education for their staff based on training needs analysis for career development and available positions within that organization (MoE, 2004).

In February 2002, in execution of the Administrative Higher Council Act, the realization of the e-government and education system of the staff and IT training programs were regulated by the Management and Planning Organization in the form of skills in seven areas (ICDL skills):

Table 1. ICDL skills (International Computer Driving Licence)

ICDL skills in 7 areas
1. IT Basics
2. Windows
3. Microsoft Word
4. Microsoft Excel
5. Microsoft Access
6. Microsoft Power Point
7. Internet

The in-service training courses were immediately executed for teachers and the staff. The new constitution of teacher training colleges approved in March 2002 by the Council of Higher Education Extension, teacher-training colleges were responsible for implementing the long-term and short-term in-service trainings and from early 2003, the teacher training colleges were inquired to execute short-term in-service training courses in addition to the long-term courses. With regard to the provisions of the Third Development Plan, including one level educational promotion of teachers, and with the cooperation of

the Ministry of Science, Research and Technology, recently long-term two-year undergraduate training courses have been implemented by teacher training colleges and four-year undergraduate training courses by higher education institutes and universities(MoE,2012).

Kinds of Staff Training

Bansal (2004) believes that there are three forms of staff training. 'Face-to-face' is the first form among these. The purpose of this form is to gain the maximum effectiveness when the amount of applicant is not more than 40. In addition to lecture-cum-discussion form, many other transaction policies and participatory approach can be applied, specifically the project method, case study, peer learning session and other small group methods. The second form is 'Cascade model'. This form may be used for the huge numbers of partakers. In the first level, main resource individuals are taught, one after another who train staff. The advantage of this form is which a big number of staff could be trained in a short period of time. Though, knowledge and data are accepted on the first level find number of staff are reduced when they are trained at the next level. Third form is 'Media Supported Distance Education Model'. One of the advantages of this form is that the training may be done without staff needs to be removed from their position of the job. The training is carried out by electronic tools. The electronic device has a main role, whilst written material has a maintenance role.

As mentioned earlier in Chapter one, teachers Education in Iran are divided into two levels; Pre-service education and In-service education. The number of months and years of attending the pre or in-service education are different.

A) **Pre-Service:** This kind of staff Education refers to the beginning teachers and 'new entered' in the educational system whether they need to enhance their knowledge and ability or not, in other words, it is mandatory for all. For this reason, some universities like Kharazmi (Tarbiat-Moalem) and Payame Noor (Distance & Open) University offer higher education during distance education, the period of study for students for the Bachelor's degree is up to 20 semesters (10 years), depending upon their progress and pace of study. A total of 135-142 credits is obligatory for a Bachelor's degree.

B) **In-service:** This kind of education refers to all staff who occupied in the educational system under supervision of Ministry of Education, where they need to pass some of specific courses, workshops or lessons, for example 'ICDL skills'. If they need to increase their own knowledge, skills and ability, they can attend to these programs and it is not compulsory for all. In-service training is done by the Centers of Teacher Training under supervision of Ministry of Education and Central Government work as an instrument to deal within the educational system. The staff and teachers who attend the in-service training programs and courses are qualified to get a certificate for their training. In-service certification is considered as an essential factor in staff's assessments and attachable to their qualifications. Staffs have to do several examinations after they begin their in-service programs at universities.

Training-Needs Assessment

This is the opinion of Hustler et al (2003); Bolam and Weindling, (2006); OFSTED, (2006) about training-need investigative that, these needs assessment is used to decide what particular knowledge or skills should be learned to find capability aims. A training needs assessment is completed as a section of an analytical implement or individually from it. Even though, researches pointed out that it stayed complex to reach stability among personal and organizational needs.

World Bank, WBI (2008) declares, it would be possible for sufficient controlling and examination of training, it is required to identify, at the beginning, training goals that indicate the knowledge, skills, and attitudes to be learned during training, presentation changes that the learning must produce, and main pointers to act.

According to Lussier (2008) ideal learning goals are achieved using needs assessment and embody all the different parts of learning which the programs have to be proposed (Taylor, 2003; Loos, 1999). These areas included are explicit, measurable, achievable, practical, and get into thoughtfulness to the condition of the learners in addition to the time available. (FIT, 1983; PRIA, 1995; Taylor, 2003).

According to Boydell et al. (2003) there is another way of looking at a level of learning that needs to be considered which is, proposed to accomplish. They indicated that; in categorizing training, they need to be divided into three parts of the performance which each one is practical for individuals, groups or organizations. Three levels should include these following:
Level I: Implementing; bridging the gap between the present and desired performance; measured against existing standards
Level II: Improving; to achieve continually growing standards
Level III: Innovating; doing new and better things and to produce a step change (Hackett, 2003, p, 28).

And finally with respect to the reports of the World Bank, WBI (2008) a good training design was found to engage three features:
● Use of appropriate and professional academic design, including opportunities to practice learned skills;
● Arrangement of follow-up support to learners to make possible performance of knowledge and skills gained;
● To Aim of training content, tied in recognition of institutional and organizational potential empty spaces, formal assessment of participant training needs, and proposed participant collection.

Conclusion

West-Burnham and O'Sullivan (1989) cited it may be worth reflecting on the extent to which there are parallels between the management of a classroom and the management of an in-service course and how far both take the principles of learning outlined above into account. It is not overstating the case to assert that pupil learning, and so achievement, is a direct correlation of teacher learning, that the relationship between the two is symbiotic and that the behaviour of teachers, managers and leader is the most powerful exemplification of the relationship (P, 23).

The connection between the quality of leadership and school effectiveness is demonstrated by research in many parts of the world. The school improvement literature makes similar links between the leadership of the management, the motivation of teachers and the quality of teaching and learning. Although such high quality skills are expected, up till now there is a lack of formal in-service training for the educational staff. Therefore in-service training is necessary to enhance the quality of management, so that the required standard of management can be achieved (OSGES, 2006).

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