

CHAPTER 7

Achieving Teaching Planning Skills by Continuous Professional Development and Shared Experiences

By Yang Li

Abstract

This chapter explores the importance of lesson planning skills, continuing professional development (CPD), and the sharing of lesson plans and experiences with other teachers for effective teaching and learning. It discusses the benefits and challenges of these practices and provides examples and strategies to implement them in various contexts.

Keywords: Teaching planning, Professional development, Teaching, Learning, Lesson plans

Introduction

Teaching is a complex and dynamic profession requiring constant reflection, adaptation, and improvement. One way teachers can enhance their knowledge, skills, and practice is by engaging in lesson planning, CPD, and sharing with their peers. These practices can help teachers align their instruction with the curriculum, students' needs and interests, and learning objectives. They can also help teachers learn from each other, collaborate, and create supportive and professional learning communities.

This is a Limited Preview of the Chapter.

To read the full-text chapter, get access by purchasing this chapter or consider buying the complete book. If your library has subscription to EBSCOhost or ProQuest Ebook Central, this chapter including other chapters of the book can be accessed through your library.

This chapter is a part of the book, ‘Mastering the Art of Lesson Planning: A Practitioner Guide for Teachers (Backed by Scientific Evidence)’

ISBN: 978-81-967805-7-9 (ebk); ISBN: 978-81-967805-1-7 (hbk)

The ebook (ebk) and hardcover print (hbk) of this book is available at: <https://dx.doi.org/10.46679/9788196780579>

The book is available worldwide via EBSCOhost Academic Collection, EBSCO E- books, ProQuest Ebook Central, GOBI, Google Books, Google Play Books, World Cat Discovery Service/OCLC, Crossref Metadata Search, CSMFL Bookstore, and other leading book resellers and academic content vendors.

experiences with other teachers for effective teaching and learning. It highlights the benefits and challenges of these practices and provides some examples and strategies to implement them in various contexts. The chapter has suggested that teachers should engage in these practices as part of their professional growth and development, as a way to enhance their practice and performance, and to improve their students' learning outcomes. The chapter has also emphasized that teachers should collaborate and communicate with their peers and other professionals, and create and participate in professional learning communities that foster a culture of sharing and learning.

References

- Darling-Hammond, L., Hyler, M. E., Gardner, M. (2017). *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. *Review of Educational Research*, 74(1), 59–109. <https://doi.org/10.3102/00346543074001059>
- Popova, A., Evans, D. M., Breeding, M. E., & Arancibia, V. (2018). *Teacher Professional Development around the World: The Gap between Evidence and Practice*. World Bank: Policy Research Working Papers. <https://doi.org/10.1596/1813-9450-8572>
- Raes, A. (2021). Exploring Student and Teacher Experiences in Hybrid Learning Environments: Does Presence Matter? *Postdigital Science and Education*. <https://doi.org/10.1007/s42438-021-00274-0>