

Title: Empowering the science teacher: Concepts and modalities of teacher professional development.

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Abstract

Many students all over the world both in developed and developing countries are reported to becoming increasingly disengaged with school science. Still it is clearly not known what would make science interesting to students and what made them disinterested in learning science. However, there are various assumptions on this matter. A major assertion is the need of a significant change in the nature of instruction of science in schools. Teacher transformation is possible but with effective models and implementation. This paper describes a range of continuing teacher development models. These can be combined and modified further according to context specific needs. The Science teacher empowerment is a gradual process which takes time. Teachers need time and encouragement for reflection and collaboration in real teaching-learning settings. Teacher educators should be empowered to be effective mentors. Technological access in schools should be enhanced. Teacher capacity building in technology use should be a priority for teacher empowerment. The change process must be strengthened through addressing these real needs of the Science teachers.