**Continuing Professional Development of Teachers, professional learning, raising educational standards and school improvement: An Overview**

**Abstract**

In the 1960s and 70s, in many parts of the world, governments began to discuss and debate the need to raise the quality of teaching in their schools and colleges, and in order to raise the educational standards of pupils, students, and young people.

Over the past four decades (1980 – 2020) continuing professional development (CPD), professional learning and development (PLD) has indicated a spectrum of universal and/or compulsory training, with its intended impact on the learning of students.

The degree of compulsion and linkage to education standards varies from country to country, but the consistent influence of a salient, expanding and dynamic professional education and training has been manifested, as has its significance for improving teaching quality and educational outcomes.

Notwithstanding the pluralistic structures and processes of educational organisations in countries across the world; there have been significant gains in the status of teachers and in the recognition by governments of the need to provide continuing professional development and learning for their teaching professions.