

TEACHER EDUCATION AND FUTURE NEEDS

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ABSTRACT

Teacher education aims to enhance Research and practice in teaching. Teacher education is also concerned with the description of teaching, teaching effectiveness, factors which determine teachers status, thought process and performance & the social policies that affect teachers in all aspects & stages of their career. Teacher education offers scope for empirical research, theoretical and conceptual analyses & reviews both qualitative & quantitative syntheses of high quality. This paper is concerned primarily with teachers & teacher education of all levels or whatever subject matter, at any stage of the teacher's career it may be. It is generally concerned with policies & procedures designed to equip teachers with knowledge, attitudes, behavior & skills. This paper on teacher education should deals with systematic approach, quality of teachers status, special needs for teacher trainee's for maintaining the status of teachers & preparation of teachers for future needs. Particular attention is focused on learning standards in teacher education & factors which students themselves report as influencing their ability to learn how to be an effective teacher. In response to the need to understand what processes in teacher education might support the provision of quality teacher status & thereby contribute to high quality teacher status. This paper reports on the research questions – what helps for the preparation of future teachers.

Key words: Teacher, Education, Needs

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INTRODUCTION

Teacher education was an Idea first conceived back in 1998, when the author, JAMES BURTON finished his 1st year of Teacher training in ADELAIDE, South Australia. He has decided that teacher education needs to be revived and it is to be judged that New Teacher Education promises to be even better than the first. Teacher Education refers to the policies and procedures designed to equip teachers with knowledge, attitudes, behaviours and skills. They are required to perform their tasks effectively in the school and classroom.

A good educational system may be the flower of economic development, it is also the seed. –
JEROME B. WIESANAR

If the 18th century is characterized as the age of reason, the 19th as one of Industry and the 20th century of the era of performed scientific & technological revolutions, then the 21st century could well be known as the age of learning.

Education is the key that unlocks the doors to modernization. – **FREDERICK HERBISON & CHARLES A. MYERS**

Since times Immemorial, teachers have been contributing to the social, economic, technological and psychological advancements of human beings. The critical importance of their presence has created a need for Institutionalization of teacher education.

TEACHER EDUCATION

Teacher Education holds the key to the destiny of any nation, for it acts as a catalyst in imparting excellent ideas and ideals in to tomorrow's teachers who transforms the mindscapes of new generations.

- i. **Initial teacher training (education)** – A preservice course before entering the classroom as a fully responsible teacher.
 - ii. **Induction** - The process of providing training and support during the first few years of teaching or the first year in a particular school.
 - iii. **Teacher Development** – or continuing professional development (CPD) – as in service process of practicing teachers.
- Teaching is a creative, Intellectually demanding an rewarding job, so the standards for joining the profession must be high to. Skilled practitioners can make teaching look easy but they have learned their skills and improved them through training, practice, evaluation and by learning from other colleagues.

But the question is whether the knowledge, attitudes, behaviours and skills a Teacher should possess?

- A Teacher status is the continuum of professional development through the induction period and throughout a teacher's career.

- International team on secondary education in 1954 says, “The status of teachers in a community or a society is an intangible factor for which teachers themselves are primarily responsible. They, like any one else, must earn recognition; it cannot be handed to them. In this rests a challenge for ‘Teacher colleges.’”
- A successful Teacher is one who can take responsibility for planning, guiding and evaluating education and the success of teaching career. He is an individual with culture and citizenship who believes that his job is critical to the progress of his community and his nation.
- In this view UNESCO in the resolution of October 5, 1968 on the status of teacher said, “Policy governing entry in to preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills.”

SYSTEMATIC APPROACH

A systematic approach to teaching increases student achievement and student engagement in the classroom, in the form of effective directed teaching lessons-

- Begin a lesson with a short review of prerequisite learning.
- Begin a lesson with a short statement of goals.
- Present new material in small steps with students practicing after each step.
- Give clear and detailed instructions and explanation.
- Provide a high level of active practice for all students.
- Ask a large no. of questions, to check the understanding of students and to obtain responses from all the students.
- Guide students during initial practice.
- Provide systematic feedback and corrections.
- Provide explicit instructions, practice and supervision for seatwork exercises. Effective teachers have also to learn when to give rewards immediately and when to delay them in order to teach persistence.

QUALITY TEACHER STATUS OR EDUCATION

The standards for the award of qualified teacher status are an outcome of that sets out what a training teacher must know, understand and be able to do and to be awarded qualified teacher status.

The standards are organized in three inter-related sections which describe the criteria for the award-

- i. Professional values and practice – These standards outline the attitudes and commitment to be expected for any one qualifying to be a teacher.
- ii. Knowledge and understanding – These standards require newly qualified teachers to be confident and authoritative and to have a clear understanding of how all pupils should progress and what a teacher should expect them to achieve.
- iii. Teaching – These standards are related to skills of planning, monitoring and assessment and teaching in class management.

Teacher standard apply to all trainee teachers, whatever route they take to qualified teacher status. They allow providers autonomy in deciding how they will organize their training and respond to individual trainee teacher's needs.

Individual Teacher trainee's maintain the status of teaching by dealing with children in a different way having special needs. Students with learning difficulties, students from minorities, racial & ethnic backgrounds, learning related characteristics & gifted & talented students are a few groups that a teacher will inevitably have to deal with at some point of their teaching career.

For teaching children with special needs an effective teacher will have to do:-

Compile background information –

- Previous assessment – school & professional
- Specialist notes & recommendations
- Parental information.

Modify equipment / Techniques –

- Accessibility – rooms, equipments, personal teaching styles.
- Equipment resources.

Programme inclusively –

- individual ability, level groups, whole class.
- Peer support
- Extra help, parents.

Establish a self support base –

- Colleagues / friends / parents.

In this way teacher is able to maintain the elements that best suits any given child and therefore, improve their learning situations.

SIXTEEN ELEMENTS ARE ADOPTED BY TEACHERS TO MAINTAIN QUALITY STATUS

1. ENVIRONMENTAL ELEMENTS -

- Sound
- Light

- Temperature
- Design
- 2. EMOTIONAL ELEMENTS -
 - Motivation
 - Persistence
 - Responsibility
 - Need for structure
- 3. SOCIOLOGICAL ELEMENTS -
 - Working alone
 - Working with peers
 - Working with an adult
 - Working in combination
- 4. **PHYSICAL ELEMENTS -**
 - Perceptual Strengths
 - In take
 - Time of the day
 - Need for mobility

STANDARD OF A TEACHER CAN BE MAINTAINED BY PREPARATION OF TEACHERS FOR FUTURE NEEDS.

- To meet the challenges of high needs schools in particular, teacher preparation efforts must consistently prepare teachers in a manner that reflects the complexity and difficulty of teaching assignments that the school faces.
- Preparation should ensure that teachers have the skills, knowledge and experiences to help all students to learn.
- A Report from the National Academy Education (NAE) synthesizes a wide range of studies to identify the characteristic of high quality teacher preparation. The report suggests that both traditional teacher education and alternative route programs should ensure that its graduates know their subjects well and know how to make those subjects accessible to a diverse range of students.

PREPARATION OF FUTURE TEACHERS BY PROFESSIONAL DEVELOPMENT PROGRAMMES

- Effective professional development programs make a difference to the quality of teaching which support teachers to develop their classroom practice.
- These programs are essential for developing the professional status of teaching, establishing teaching standards and assisting in career growth etc.

- Effective programs are well planned and formal in nature. These programs generally focus on improving the performance skills of individual staff, on organizational or curricular issues.
- The programs also need to be structured to reduce anxiety and fear of change and improvements from existing practices.

An Important example of this type of program is the compensatory education project in Malaysia. In this project there is Improvement of educational opportunities for the children of rubber states through heavy involvement of parents. It was distinguished by its flexibility and responsiveness to the needs of parents as they educated themselves to educate their children.

FIVE ESSENTIAL COMPONENTS THAT SHOULD BE ESSENTIAL FOR TRAINING PROGRAMS.

- i. Presentation of theory or description of skill or strategy.
- ii. Modeling or demonstration of skills or models of teaching.
- iii. Practice in simulated and classroom setting.
- iv. Structured and open ended feed back about performance.
- v. Implementation in the actual classroom.

JOYCE AND SHOWERS

These programs are especially important for new teachers who may have little initial preparation for job. Mastery of skills shaped by judgments about how student learning can best be achieved.

- Peer coaching, self evaluation and reflective group discussion are some in-service techniques that might be adopted to enhance critical thinking.
- In general terms, a good evaluation of in service teacher education program should adopt an explicit standard for in service teachers.
- Value the effects of in service programs on teachers is the need for professional experiences.
- Expect and appreciate inevitable differences among teachers and schools in an effort to change educational practices and take a more longitudinal perspective on educational change that might occur as a result of in service education.
- Expands the venue for the evaluation beyond the in service experience and in to the school, classroom and wherever change might be manifest.
- Require the expenditure of more resources to conduct serious evaluation.

EVALUATION OF TEACHER PERFORMANCE ARE USUALLY CONDUCTED FOR TWO PURPOSES.

- To make judgment about a teachers performance.
- To provide useful information to improve the teacher's instructional practices.

So we can say that good teachers are always optimistic about what their pupils can achieve, whatever background or circumstances by improving their quality status.

CONCLUSION

So, Teacher education deals with modifying the general educational curriculum to meet the child's individual needs. In the education sector, Teacher Education in particular needs to take a leadership role in the transformation of educational standards so as to make education meaningful, exciting, interesting & accessible to all. Thus we can conclude that teacher education is a process, not an event. But the Teaching status is a continuum of professional development throughout a teacher's career, the results of which lie in the quality of students in the terms of human values being protected and promoted by them irrespective of the field they take up in life.

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