

Lesson No. 23**(Topics 65,66,67)****Topic: 065****Teachers' Communities and Identities****Introduction:**

The community and identity meaning and practice are key concepts to understand in Teachers professionalism.

- 'Meaning' refers to our ability to experience the world and our life as meaningful;
- 'Practice' to the shared frameworks and resources that support action;
- Community is the social configures in which enterprises are defined as worth pursuing , and
- Identity means to the way learning changes where teachers are within the context of their communities.
- Teachers produce their identities through participation in practice, through membership of communities.

Social learning theory:

- The boundaries of communities of practice do not necessarily follow geographical or institutional boundaries.
- Social learning theory implies that learning is as much collective as individual.
- We all belong to several communities of practice at any given time, whether at home, work or school.

Disciplinary communities:

Disciplines may be understood in terms of Bourdieu's concept of habitus:

As an assumed system of principles which generate schemata for perceiving, thinking, valuing and acting, stemming from the social situation and practice of a group to which a given individual belongs (Harwood, 2018).



- The links between academic identity and discipline are strong disciplines are **not fixed over time**; their boundaries and orientations may **change**, as they develop new methodologies or splinter into new specialism.
- “Teacher professional identity provides a framework for teachers to construct their own ideas of ‘how to be’, ‘how to act’ and ‘how to understand’ their work and their place in society.”(Sachs, 2005)
- They may vary from one institution to another, from one country to another. New disciplines may emerge; old ones may fade.
- The teachers act and negotiate their teachers’ identities contribute to changes in the communities of practice to which they belong.

What shapes teacher identity?

- Self-concept – belief about who you are as a person.
- Beliefs, values and assumptions about the profession of teaching.
- Emotion and reflection on practice.
- Professional influences.
- Teachers’ stories and discussions with others.

Awareness of the teachers' identity give them confidence to influence change in their profession.

Collaboration

- **Inherent** in a social theory of learning is the idea that learning is not only individual but also collective.
- Interact with each other and with the worlds and we tune our relations with each other and with the world accordingly.
- This a collective learning results in practices that belongs to the community hence the term 'communities of practice'.
- Teacher identity can thus be seen as a collective accomplishment that derives from a **continual engagement** with the community of practice.
- The huge diversity of cultures and identities in the post-school world of teaching makes collective action and common purpose unlikely.

Conclusion

- The professional identities and communities of teachers are **various and complex**.
- Most professional groups fall into 'segments' or sub-groups, but in the case of the teachers the divisions may well be deeper and there may seem to be little common ground.

Topic:066

Understanding Learning to Improve Teaching Practices

Introduction:

- A central foundation for improving teaching is an understanding of learning.
- The body of evidence on how children learn has grown greatly over the past years.
- Research shows that teachers, like most people, interpret new ideas through their past experiences and their established beliefs about learning and teaching.
- As a result, innovative ideas are often simply absorbed into traditional classroom practices.
- Most of teachers endorse the application of the constructivist view of teaching in 21st century classrooms.

- Which focuses on students as active participants in the process of acquiring knowledge, more strongly than they embraced a belief in the direct transmission of knowledge.
- While challenges established beliefs is a challenge in itself, broadening teachers' repertoires is not just about assisting teachers with change.
- It is about developing and continually updating professional knowledge about teaching practices.
- There are several dimensions of innovative learning environments that are suggested to practice in today's complex learning environment.

Inquiry-based teaching and Learning



- **Inquiry-based teaching and learning**—which includes a family of approaches such as design-based learning and problem-based learning.
- It can be effective when used with small groups of students, particularly when guided by a curriculum that establishes clearly defined goals and when students are regularly assessed.

Incorporating assessment into teaching

- Student assessment re a crucial element of effective learning environments.
- An effective learning environment is one that encourages students to be engaged as learners and is well-regulated.
- If learning is not happening as intended, then adjustments need to be made in the methods used and in the sequence of information presented.
- The approaches and methods that are used for assessment vary widely.
- For examples, they should be multi-layered, extending from classrooms to schools to regional to national levels.

- They should also be aligned with the development of significant 21st century learning goals, standards and instructional systems.

To improve student learning, assessment should also involve:

- Encouraging pupils to be involved in their own learnings.
- Adjusting teaching practices to take account of the results of assessments.
- Recognizing the profound influence assessment has on student's motivation and self-esteem.
- Fostering students' ability to assess their own work and understand how to improve.

Collaborative Learning

- When students engage with each other during learning, classrooms become vital, creative environments not only for acquiring knowledge, but also for learning the communications skills required in today's society.



- Co-operative learning and individual learning are not mutually exclusive; rather, they can and should complement each other.
- The widespread use of information and communication technologies are changing the nature of co-operative learning for the 21st century
- The key issue of this approach is that these techniques are mostly used informally and do not incorporate the group goals and individual accountability.

Advanced technology in the classroom

- It is essential for teachers to understand how students learn, play and socialize outside the classroom.

- Digital media have the potential to transform learning environments and empower learners to become active in shaping their own education.
- The use of new technologies should be adapted to fit the needs of students and teachers

No single best method

- One of the professional skills of a teacher is to know how to use all of these different approaches and when to apply them.
- There is no single best way of teaching and that is even more true in the 21st century than in the past.
- Teachers today need to know how to combine ‘guided discovery’ with “direct instructions” methods, depending on the individual students, the context of instructions and the aims of the teaching.
- Innovative learning environments are characterized by a balance between discovery and personal exploration on the one hand, and systematic instructions and guidance on the other, bearing in mind individual differences in students’ abilities, needs and motivation.
- It also finds that the balance between external regulation by the teacher and self-regulation by the student will vary during the students’ education.

Topic:067

Designing Ecosystems for 21st Century Teaching Profession

Introduction:

- One of the key challenges for the teaching profession is to strengthen the “technical core” of its professional practices.
- Turning teaching into an even more knowledge-intensive profession.
- Implies a re-consideration of knowledge generation and application.
- An ecosystem conducive to innovation and constant improvement is based on the:
- Attitudes and prevailing culture of the various players in the:
 - Sector Development
 - Transmission of knowledge
 - Initiative
 - Calculated risk-taking

Such ecosystem need to draw on four sources:

1. Innovation and knowledge inspired by:
 - Science
 - Research
 - Evaluation
2. Innovation inspired by:
 - Firms
 - Entrepreneurial development of new products and services
3. Innovation and knowledge inspired by practitioners, such as:
 - Teachers
 - Schools heads
4. Innovation inspired by users mean:
 - Students
 - Parents
 - Communities

Ecosystem for a knowledge-intensive teaching profession:

It includes:

- Research and development
- Education systems
- Schools organization
- Mobilizing general-purpose technology, particularly ICT
- Measuring innovation
- Improvement in education

Research and Development:

- Public and private research and development (R&D) expenditure is a good indicator for the:
 - Breadth and depth of innovation and knowledge acquired.
- Part of the knowledge applied by teacher is developed by scientists.

Problems of Research and Development (R&D)

- There is generally little public funding for educational research.
- Private business do not seem to invest heavily in knowledge
- Policy makers do not seem to have a clear strategy for promoting investment in R&D.

School organization:

- It is very important for teachers to turn schools into learning organizations for enabling teachers to:

- Learn from each other's knowledge and experience
- Share their expertise/ experience systematically
- Beyond the mere exchange of information
- There is need to encourage teachers' co-operation.
- In conjunction with improving teacher-student relations.
- As these are two sides of a positive school culture
- Positive teacher-student relations are not only associated with student achievement.
- They are also closely related to individual teachers' job satisfaction.

Designing expert systems for teachers:

Effective teachers:

- Work collaboratively with their colleagues
- Continually expand their learning
- Improve their teaching practice and enhance student learning

Therefore, education authorities need to invest in:

- Creating learning communities
- Designing and implementing professional development opportunities
- Assessing the impact of teacher practice on teachers performance

As, by defining the content and design of a professional development program. Teachers can ensure the connection between professional learning and classroom practice, which in turn strengthens students learning.

Conclusions:

- In order to prepare all children for the demands of 21st century, many nations around the world have undertaken a wide range of reforms of:
 - Curriculum
 - Instructions
 - Assessments
- Various frameworks have been developed to systematize the skills
- That young people need to be successful in this rapidly changing world
- Identify the competencies which teachers need to teach those skills to their students.

Lesson No. 24**(Topics 68, 69, 70)****Topic:68****New Professional Identities for New Times****Introduction:**

- Teachers' professional identities are rich and complex because they are produced in a rich and complex set of relations of practice.
- This richness and complexity needs to be nurtured and developed in conditions, where there is respect, mutuality and communication.
- Teacher identity stands at the core of teaching profession.
- It provides a framework for teachers to construct their own ideas of:
 - How to be?
 - How to act?
 - How to understand their work and their place in society.

Search for New Identities:

- It assumes that such an identity already exist and wants to be discovered.
- This may be correct only, if the new identity is to be written by someone else.
- If teaching profession wants to be the author of its own identity then now is possibly the time for this to occur

Two major discourses:

In recent times, two discourses have dominated education debate, policy and debate. These discourses are:

1. Managerialist discourse
2. Democratic discourse

1. Managerialist Discourse

- It fosters an entrepreneurial identity in which the market and issues of:
 - Accountability
 - Economy
 - Efficiency
 - Effectiveness
- Shape how teachers individually and collectively construct their professional identities.
- The entrepreneurial identity is:
 - Individualistic
 - Competitive
 - Controlling
 - Regulative
 - External defined
 - Standards-led

2. Democratic Discourse

- This discourse is in distinct contrast to the Managerialist as it supports an activist professional identity.
- This discourse provide the conditions for the development of communities of learning.
- An activist teacher professional identity fosters new forms of public and professional engagement by:
 - Teacher themselves
 - Broader population
- It encourages new forms of association of teachers
- It promotes new work practices and more flexible ways of thinking about practice.
- So, it can be concluded that an activist teacher professional identity is based on:
 - Democratic principles
 - Negotiated
 - Collaborative
 - Socially critical
 - Future oriented

- Strategic and tactical

Conclusion:

- Teacher identity is something that is neither fixed nor imposed.
- It is negotiated through experiences
- The sense that is made of that experiences.

Topic:69

Activist Teacher Professionalism

Introduction:

The development of an activist teacher professionalism is based on three concepts:

1. Trust
2. Active trust
3. Generative politics

Brief descriptions of these concepts is as follows:

1. Trust

It is more than believing and has variety of functions in society, as it:

- Is important in reducing complexity
- Contributes to cohesion
- Fosters mutual respect among people
- Involves expectation about future

2. Active Trust

- It is not unconditional and blind faith in other people but, it is contingent and negotiated feature of professional or social engagement with others.
- It demand increased visibility in social relations

3. Generative politics

- It complements and operationalizes a politics of transformation.
- Its fundamental feature is that:
 - It allows and encourages individuals and groups to make things happen
 - Rather than to let things happen to them
 - In the context of overall social goals

Politics of Transformation:

- It is the essence of activist teacher professionalism rooted in everyday life and this is its strength
- Concern is with wider issues of equity and social justice
- Requires new forms of collective identity to create cultural codes

A Protocol for Activist Teacher Professionalism

A protocol refers to the ways things are happen and rules and regulations that enables them to be done. In activist teacher professionalism, it requires:

- New ways for teachers to work inside and outside of school
- New kinds of affiliations with various educational interest group

There are number of principles, which provide baseline for activist teacher professionalism project:

1. Inclusiveness rather than Exclusiveness

Networks and partnership are the mechanism by which inclusiveness can be achieved.

2. Collective and collaborative actions

These actions draws together a range of: intellectual, social, cultural and other resources.

3. Effective communication of aims and expectations

People always need to know what is expected to them and what will be the importance of completed work.

4. Recognition of the expertise of all parties involved

Participation of groups interested in educational agenda will offer opportunities for people to learn from each other

5. Creating and environment of trust and mutual respect

Activist teacher professionalism requires trust in people and practices.

6. Ethical practice

Ethical practices relates to how:

- People interact
- The communicate information
- They use information

7. Being responsible and responsive

Timing in any form of collective actions is important. The ability to read the strategic possibility of various situations is also important.

8. Acting with passion

Activism requires sentiments, courage and determination. This kind of work involves high level of emotional energy.

9. Experiencing pleasure and having fun

Last but not the least, any form of activism must be pleasurable and there needs to be an element of fun in professional activities.

Networks and Partnership:

- Active listening and collective strategy is central to the successful implementation of any activist project.
- Two way partnership is required between teacher education and practicing teachers
- Networks are second way for partners involved in education

Systematic Inquiry:

- It is concerned with wide-ranging and improve practices
- It provides a way for teachers to create epistemological basis for their practices
- Systematic inquiry making teachers' work practices and learning abilities goal-oriented

Conclusion:

- Activist teacher professionalism based on politics transformation.
- Active trust, respect and reciprocity stand at the core of activist teacher professionalism.
- It foster the idea of strengthening teaching profession with systematic and collective ways.

Topic:70**Lack of Professionalism in Teaching****Introduction:**

Unprofessionalism is a very big problem that we face in our schools today and this create problem in the education sector. It is quite unfortunate that while some teachers are goof at their profession, other are quack.

Reasons for Lack of Professionalism among Teachers:

There are several reason due to which teachers are not keen in their profession (Bhar & Ferreira 2018) and these reason are creating anxiety not only among students but also in schools administrators.

Teacher Education Competency

1. Fixation:

Our best teachers can inspire a student to achieve beyond their wildest expectations, but competency framework that are existing in teaching context don't address these personal attributes.

2. Standardized Testing Obsession:

Standardized testing has become a national sport. Much class time is spent preparing students to do well. The stakes are high for the teachers and their schools while teachers do need to test their students to check on their progress, the national obsession is a problem.

3. Lack of Autonomy:

Majority of teachers do not have an open brief to decide what to teach their students and how. Administrators usually provide complete guidance and set of activities that will be conducted at institutions. This undermines the ability for teachers to be responsive and tailor teaching to learners' needs.

4. Work Intensification:

It refers to the increasing range of duties and responsibilities that have been attached to the role of teachers. Mostly teachers report that rewards of teaching are obscured and they are stressed due to range of things they're required to do.

5. Negative Public Image:

Minor mistakes of teachers are represented as great blunders in front of public and that negative image lead to majority of teachers to get depressed and perform their jobs just for formality.

6. Teacher Bashing:

Teaching as vocation is publicly scorned. This is commonly called 'teacher bashing'. As a career, teaching is tolerated as a convenient backup pathway for people, but not endorsed as the main game.

7. **Teachers' Salaries are Poor:**

The final nail in the coffin are poor salaries. Teachers do not like to perform in professional development program as they do not receive adequate financial reward on the basis of these certificates.

Barriers to Teachers' Professionalism:

Burns (2015) indicated that there are four major barriers to teacher professional development:

- Barrier#1: Difficult working conditions
- Barrier#2: Systematic challenges
- Barrier#3: Conflict
- Barrier#4: Poorly designed professional development

Barrier#1: Difficult Working Conditions

Not surprisingly, the greatest barrier to quality professional development is the difficult conditions in which teachers work. This working conditions has negative impact on:

- Teacher identity
- Teacher efficacy
- Teacher professionalism

Barrier#2: Systematic Challenges

Educational administrators lack systems and incentives to encourage and help teachers improve their practice. Further systematic challenges are:

- Poor leadership
- Limited administrative capacity
- Inadequate budgets etc

Barrier#3: Conflict

Conflict obviously creates hydra like multilayered barriers to opportunities for teacher professional development. Holding extra classes for students and not relax teachers is often inconceivable. Even though professional development chances exist, it simply may be too difficult for teacher to attend them.

Barrier#4: Poorly Designed Professional Development

Professional development that does exist is episodic versus sustained and often reflects:

- Budget constraints
- Lack of qualified facilitators
- Volatility
- Logistical challenges

It is perceived by teachers as being of low quality and completely irrelevant.

Traits of a poor teacher:

There are many different factors that can derail a teacher's career. Some of the most prevalent qualities of poor teachers are as follows:

1. Lack of classroom management
2. Lack of content knowledge
3. Lack of organizational skills
4. Lack of professional attitude
5. Poor judgment
6. Poor coordination skills
7. Lack of commitment

Lesson No. 25**(Topics 71, 72, 73)****Topic: 71****Effective Teacher Preparation: Working to Change Disposition in New Teachers****Introduction:**

- Teacher training programs have the goal to produce teachers that are capable of effectively facilitating the education of all children in their classroom.
- The success of these teachers often depends on their disposition towards teaching and learning.
- A major challenges for effective teacher training programs is the development of pre-service teachers' disposition toward teaching.
- Teachers that are committed to best teaching and learning practices and the ability to reflect on best practices are more likely to have a positive impact on student learning.
- A common requirement in many teacher education programs is the teaching and learning portfolios, which is a powerful tool to determine if the pre-service teachers are ready for a career educating children.
- The challenge is to assist pre-service teachers to develop a positive disposition in an era of high stakes testing.

Teachers' Disposition:

- Teacher disposition is the innate characteristics, learned qualities, interpersonal behaviors, beliefs and attitudes held by pre-service and practicing teachers.
- It is assumed that the teacher dispositional characteristics develop over time through participation in professional teacher education programs.
- These qualities are often not observed through direct classroom observations because of the intangible nature of teacher dispositions.
- With the content knowledge and pedagogical expertise, there are others equally important factors for defining successful teaching that need to be addressed such as open mindedness, reflectiveness, intellectual curiosity.

The expectations for new teacher's dispositions are outlined as:

- i. The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving.
- ii. She/he seeks to keep abreast of new ideas and understandings in the field.
- iii. The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.
- iv. The teacher enthusiasm for the disciplines she/he teaches and sees connections to everyday life.
- v. The teacher is committed to continue learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Teacher Reflection and Portfolio:

- Teacher reflection is not simply a teacher's self-description of what took place in his/her classroom.
- Critical self-reflection is a documented response of the application of ideas in the classroom.
- Teacher educators who value reflective thinking and practices support what is inherent in effective teaching, by thinking about practice in order to improve the teaching and learning process.
- The pre-service teacher created portfolio allows the teacher educator to better understand the potentials skill of the new educator by allowing the pre-service teacher to reflect on the self-selected artifacts that represent his/her self-understanding of teaching and learning.
- The goal for teacher educators is that pre-service teachers will begin to think more deeply about their teaching styles and their content knowledge.
- It allows for meaningful collegial collaboration and enhances their individual professional growth.
- It is important to make the self-reflection process accessible to prospective teachers in order to examine content and process of teaching and learning.
- Without elevating the pre-service teachers' awareness of these characteristics of teacher thinking and practice, any changes in pre-service teachers' behavior are likely to be superficial.

Conclusion:

A significant measure of success in teacher preparation is the pre-service teachers' teaching and learning during their field experiences. If the program has done its job, then pre-service teachers leave the program with a positive disposition toward teaching all students to the best of their ability.

Topic: 72**Maintaining and Strengthening Professional Jurisdiction for the preparation of Teachers****Introduction:**

Contemporary organizational and education literature display growing interest in the intersection of:

- Knowledge
- Work
- Professional practices

One reason for this interest is the potential of new information and communication technologies and their impact on the:

- Traditional way of working
- Competences of professional groups

Knowledge in practice and the practice literature:

Empirical studies using the practice based approach gave following directions:

- Study of the practical organization of knowledge in the form of:
 - Methods of talking
 - Reasoning
 - Acting
- Association of human and non-human elements

This perspective draws mainly on

- Sociology
- Anthropology
- Ethno-methodology

Rather than asking about cognitive processes and conceptual structures, focus of its analysis is the concept of “situatedness”. For proper context of knowing learning, innovation and working, it tends to focus on:

- Social engagements
- Material settings

Roots of the concept of Practice:

Sociological roots of the concept of “practice” can be traced back to the work of:

- Garfinkel (1967)
- Giddens (1984)
- Bourdieu (1990)

While, its sociological roots go back to Greek philosophy and to Aristotle in particular.

Common goals of the concept “practice”

Common goals of practice are to:

- Go beyond problematic dualism, which is concerned with:
 - Action/structure
 - Human/Non-human
 - Mind/body
- See reason not as an innate mental faculty but as a practice phenomenon.
- Question individual actions

Different conceptions of “Practice”:

With reference to scientific practices, there are fundamentally two different conceptions of practice:

1. Practices are commonly defined as array of activities
2. Practices are defined as ways of doing things together

Practice-Based studies:

- It is the area of research that is concerned with:
 - Working practices
 - Technology
 - Interaction

- This area proposed the conception of “task” that is neither cognitive nor the product of internalized and socially organized competencies

Logic of practice:

It is constructed as a sort of practical participation in a game about which its players possess tacit knowledge. It is thus practical in both senses:

- i. It is able to organize all thoughts, perceptions and actions
- ii. It is convenient, easy to master and use

In methodological terms, conceptualize knowing in practice may be defined as:

- Situated accomplishment that accommodated a full range of practical resources
- Interactional forms according to the logic of practice at hand

Topic:73

Teaching as Contemplative

Introduction:

- Knorr Cetina (1999) work on the epistemic cultures to highlight the knowledge that matters in practices.
- She describe knowledge objects as problematic instruments that need to be refined after scholarly work.

Institutional discourses and the knowledge that matters

There is an interplay among institutional conditions, practices and the knowledge in use for describing this interplay. There are two major discourses of Bernstein (2000) model:

1. The instrumental discourse
2. Expressive or regulative discourse

1. The instrumental discourse

It refers to the transmission of skills and their relation to each other

2. Expressive or regulative discourse

- It refers to the principles of social order, relation and identity. It communicates public moral practice, values, beliefs and attitudes of an institution.
- This model provides a way of theorizing discourse as a tool within activity theory.

- It also allows the analysis and description of the discourse related to power and control
- It has been designed to relate macro institutional forms to micro-interactional levels.

Bernstein (2000) focused on two levels:

1. Structural level

It is analyzed in terms of the social division of labor it creates (e.g. degree of specialization)

2. Interactional level

It is analyzed with the form of social relation it creates (e.g. the degree of control)

The analytic resources from Knorr Cetina:

Her work alerted educationists to seek out both:

- What was the knowledge that mattered?
- How it was engaged with?

Such engagements takes practitioners beyond compliance with the ready to hand rules of professional behavior.

The analytic resources from Bernstein:

His work provided educationist with a language of description which allows a reading of local authorities. They did their tacit psychological work through their discourses practices.

Role of emotional experiences in practice by Vygotsky (as described by Rey 2000)

- Emotional experiences are the integration of cognitive and affective elements which always presupposes the presence of emotions.
- He emphasis on the wholeness of the children' psychological development
- He emphasis on integrating both external and internal at each stage of development, providing a unity of psychological development in the study of social situation of development
- He saw the societal formation of motives as central to cultural historical formation of mind.

Lesson No. 26**(Topics 74,75)****Topic:74****Teacher Educators – A Professional Development Perspective****Introduction:**

- The development of teacher educators is a key topic of interest for many educationists because of its great influence on the quality of overall education.
- The teachers educators are those teachers in higher education and schools who are formally involved in pre-service and in-service teacher education.



- These individuals work in teacher education institutions, colleges and faculty of education.
- The teacher educators are also involved in professional developments of teachers.
- There are various complexities of role and the dilemmas, the teacher educators face when they seek their own further professional development.

Fault Lines that Influence the Professional Developments of Teacher Educators:

1. In the case of teacher educators, the teacher continues along a professional path which normally begins in higher education as student teacher; then move to school based professional learnings as a teacher and again return to higher education as a teacher education.

2. Being a teacher of teachers means being aware that teacher educators have a responsibility in modeling good teaching; in doing so teachers educators should not only be a mere model and ‘teach as they preach’ but they should also explain their underlying thoughts and beliefs.



3. In the model of teaching teachers demands a lot in term of personal, practical and theoretical professional development.
4. The menu for many teachers' educators has included acquiring newly established formal teaching qualifications, attending additional professional development activities, carrying out and writing up research projects.

Professional Training models for teacher educators:

1. The Award-bearing Model:

- This model emphasizes the completion of award-bearing programs of study normally validated by higher education.
- This model has less application to teacher educators except where it related to obtaining a higher degree such as M.phill or PhD.

2. The Deficit Model:

- This model addresses CPD as intervention either from the initiative of the individual teacher educator or from the perspective of the institution.
- The professional needs arising from becoming a teacher educator are expressed as the identification of their own learning needs and moving to ensure that these are addressed

3. Cscade Model:

- This model individuals attend professional learning activity then conveys information to others.

- This model is relatively more common used in the continuing professional development of teacher educators.

4. **The Coaching/Mentoring Model:**

- The coaching/mentoring model and community of practice model align closely.
- If the beginning teacher educators are to learn and construct new professional identities, then they need to engage in the practices of the community and develop supportive relationship which are essential aspects of their professional learning.

5. **Action Research Model:**

The action research model and development of reflective practice enable teacher educators to view research as a process as opposed to merely a product of someone else's endeavors'; instead indulge themselves in research activities by identification and implementation of relevant research activities.



6. **Transformative Model:**

This model is defined as combination of practices and conditions that supports a transformative agenda. Its key purpose is to bring the quality of teacher education practice to an acceptable level, maintain this quality and promote positive change in the education system through the continuing education of teacher educators.

Conclusion:

- The professional development as teacher educators does not mean learning to teach better; it mean finding ways of being and learning with our students teachers and with each other.
- During introduction, supporting the professional development of teachers educators as scholars and researchers is therefore an essential aspects of the professional development of this group.

Topic:75**Quality Improvement in the Profession of Teacher Educators****Introduction:**

- Teacher educators play a crucial role in maintaining and developing the quality of teachers, both at the primary and the secondary level.
- A variety of scholars have emphasized that teacher educators have a profession of their own, which should be distinguished from the profession of teachers, and that there is no need for further professional development of teacher educators.

Occupation or profession?

An occupation should meet the following to become a profession:

1. The profession performs a crucial social function.
2. The profession requires a considerable degree of skill.
3. Its practitioner draws on a body of structured knowledge.
4. Entrance into the profession requires a lengthy period of higher education.
5. The profession focuses on the pre-eminence of clients' interests.
6. Professionals have certain amount of freedom to make their own judgments with regard to what is considered appropriate practice.
7. The profession is rewarded with high prestige and a high level of remuneration.

General Competencies:

Teacher Educators must also be a model in all five competency areas.

1. ICT competencies
2. Content competencies
3. Pedagogical competencies
4. Organizational competencies
5. Group dynamic and Communicative competencies
6. Developmental and personal growth competencies

Professional Development Activities:

Professional development activities of teacher education involve:

1. Learning by doing (non-intentional)

2. Applying or experimenting (intentional)
3. Reflecting on work experiences
4. Learning without interaction
5. Learning through interaction
6. Learning outside of work

Variety of professional development activities can be fitted into four categories

1. Experimenting:

Contributing to an aspect of curriculum renewal, writing policy advisements, designing an innovative workshop, organizing an excursion, using new materials or techniques, paying more attention to a special group and stimulating students to broaden their scope.

2. Reflecting:

Making a video of the participant's own lessons and analyzing it, describing realistic situations and devising a report of self-conducted training.

3. Learning from others without interaction:

Reading literature (the most frequently mentioned activity) and conducting written evaluations, which was also included because in such cases there is no personal interaction.

4. Learning from others through interaction:

Following a course (the most frequently mentioned activity) having a conversation with colleagues and or executive staff, video-interaction supported by a colleague, consulting a coach, supervisor or external expert, evaluations with students and spending more time with colleagues at lunch.

A structured knowledge base of teacher educators:

- A knowledge base of teacher educators is collection of knowledge of the professional community.
- It includes theoretical, pedagogical and practical knowledge.
- It offers teacher educators the opportunity to confirm, interconnect share and further develop their professional knowledge, vision, motivation and practices.
- The development of the knowledge base of teacher educators represented a huge step forward in the further professional development of teacher educators.
- The knowledge base also functions as a theoretical frame of reference to the program for teacher educators that we will discuss in the next section.

The development of a program for teacher education: principles for the program

1. The program welcomes teacher educators from different backgrounds, who will learn with and from each other.
2. The program should have a solid theoretical underpinning by linking it to the knowledge base of teacher educators.
3. The program should stimulate teacher educators to broaden their professional network.
4. In the program, usefulness to the daily practice should be a focal point.

The program may consist of four modules:

- i. Pedagogy of Teacher Education
- ii. Coaching
- iii. Research in Teacher Education
- iv. Broadening Network

As everyone believe that quality of teacher educators play a crucial role on the quality of education, and that their professional development should consequently be strongly supported. There are some building blocks to do so e.g.

- a. First building block is the registration procedure linked to a professional standard.
- b. The second building clock is the knowledge base of teacher educators.
- c. The third building block is a professional development program.

Lesson No. 27**(Topics 76, 77)****Topic:76****Policy Initiatives and Emphasis on In-service Professional development in Pakistan****Introduction:**

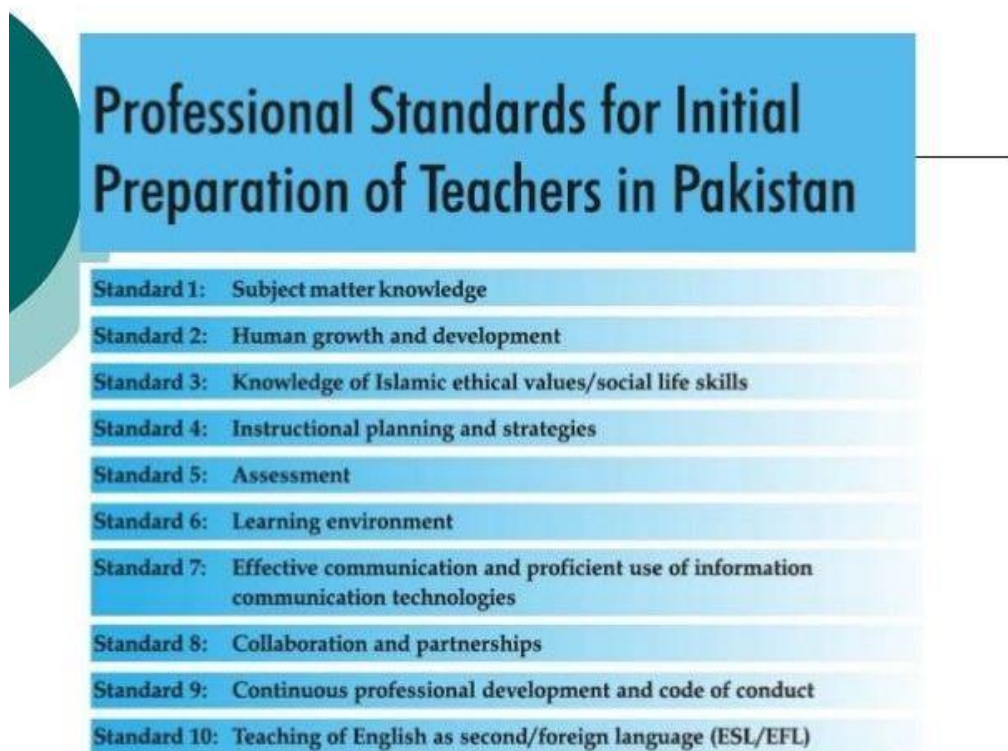
The criticism by researchers and scholars in the late 1990s, combined with pressure from local stakeholders and international donors, has pushed the federal government to improve the quality of teachers and teaching through effective teacher education (in-service and pre-service).

Reform program in the Teacher Education in Pakistan:

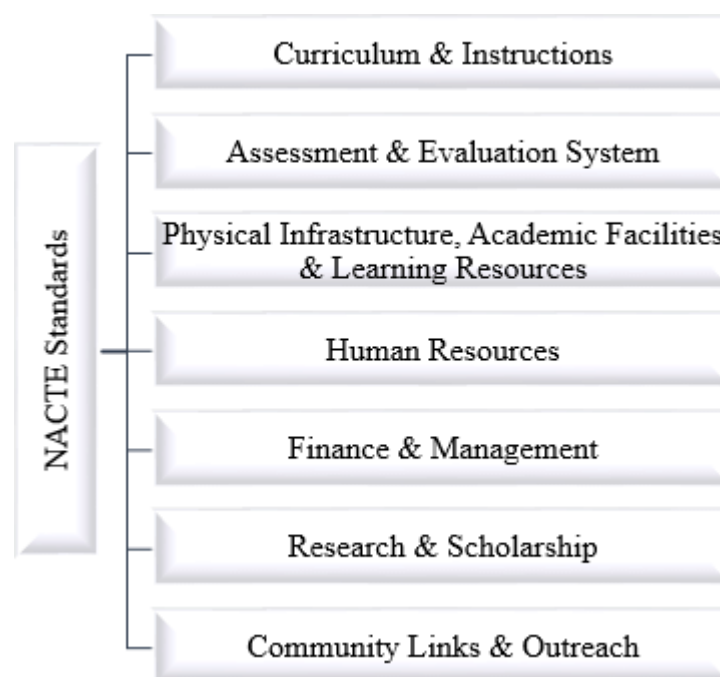
- The most recent reform program in the teacher education in Pakistan was the Teacher Education Project (TEP) initiated by the USAD in partnership with the government of Pakistan since 2008.
- This project aimed to strengthen the training programs and to equip teachers with new knowledge and skills required for successful 21st century classroom practice.
- Influential donor agencies such as the DIFD (Department for International Development, UK) and the USAID (United States Agency for International Development) with the collaborations of HEC of Pakistan have taken a number of initiatives toward improvement of teacher education in Pakistan.
- Such developments include the new pre-service two years ADE and the four-year Bachelor's Degree in Education (B.Ed. Hons) programs.

Policy initiatives for In-service Teachers' Professional Development:

- The National Educational Policy (2009) was being launched, a focus on the international level also shifted toward reforming teacher education in Pakistan.
- Since 2008-2009 there has been a substantial level of increased coordination between the Pakistani government and the international donor agencies to improve teacher education in Pakistan.
- These initiatives involve mainly 10 upgraded National Professional Standards for Teachers of Pakistan to achieve better quality teaching.



- Each professional standards has three components:
 - a. Knowledge and understanding (content or what teacher knows)
 - b. Dispositions (behavior, attitudes and values)
 - c. Performances (skills, what teachers can do and should be able to do)
- For the quality assurance, all teacher education institutions have to accredit all programs with the National Accreditation Council for Teacher Education (NACTE) Pakistan.
- NACTE is national organization authorized to accredit to ensure and enhance their quality based on establishes policies, procedures and pre-set standards of the council.



Restructuring and Transformation of teacher education in Pakistan:

- In the past, there have been different certificate and degree level programs for the in-service training of teachers in Pakistan.
- The required qualification for teaching in the primary schools (Grade IV) has been the Primary Teaching Certificate (PTC) along a SSC.
- For teachers teaching at the lower secondary level and secondary level required professional qualifications have been Certificate in Teaching (CT) and Bachelor in Education (B.Ed.) respectively.
- The level of basic academic qualifications have now been raised in National Education Policy (2009) and PTC, CT programs are phasing out gradually.

Current Teacher Training Programs:

- **ADE** and the **four years bachelors' degree in education (B.Ed. Hons)** programs have been initiated to improve teacher education, educational leadership and management and to strengthen policies and ensure academic standards.
- The teacher education programs being replaced by the new ADE and B.Ed. Hons were predominantly theoretical, training institution based and remote from the practical life of the school.
- The ADE is a transitional two-year program of 64-68 credit hours. The degree is aligned with and leads to the new B.Ed. Hons program.

- The four B.Ed. Hons program is a 124-136 credit hours' course and is composed of eight semesters (four semesters for the ADE) of 16-18 weeks each.
- Fifteen credit hours are exclusively included to promote practicum and practical work in the new program.
- The curriculum of this program includes active learning, integration of ICTs and skills required for living in a globalized world.
- Traditional teaching practice limited to one month field teaching has been replaced by a practicum spread over a two semesters span.
- This practicum encompasses a variety of experiences and skills required for elementary teachers.

Conclusion:

- The teacher reform in teacher education in Pakistan supported by USAID TEP is apparently comprehensive and systematic in nature as it encompasses reconfiguration of both human and material resources.
- It is characterized by rigorous training of the teacher educators and support in terms of curriculum change, learning resources and infrastructure to the partner institutions.

Topic: 77**From Teaching to Learning: Key Concepts and Foundational Principles****Introduction:**

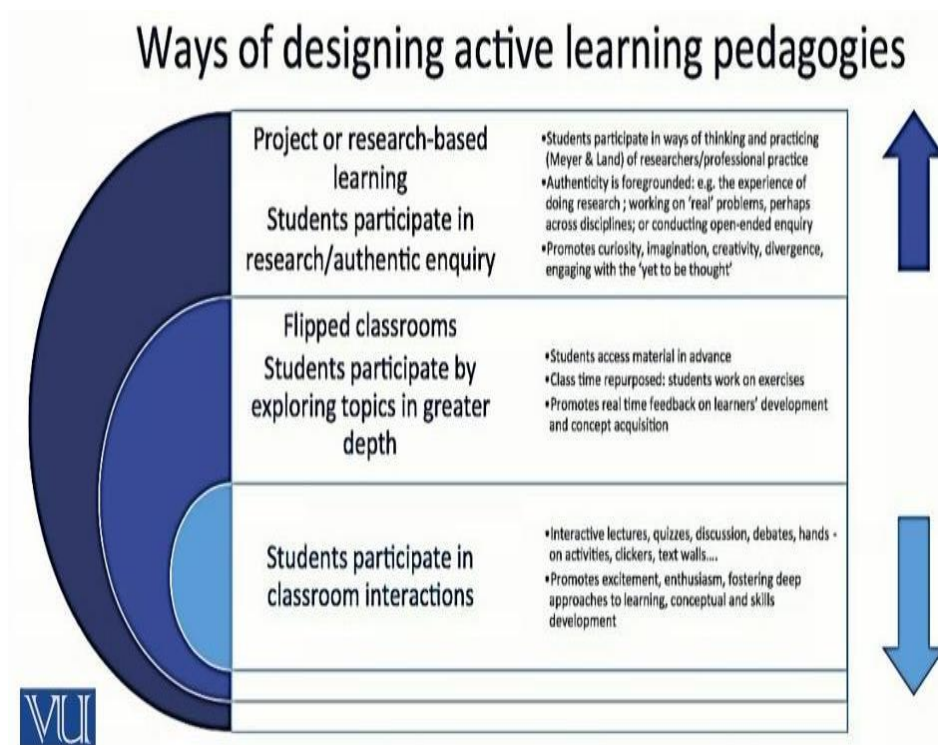
- It is believed that knowledge and expertise is actively constructed by learners, rather than passively received or consumed by them.
- The term 'pedagogy' embraces an essential dialogue between teaching and learning, which helpfully assumes that teaching and learning are not separate entities but, rather a combined whole and certainly not in opposition to one another.

Towards Active Learning Pedagogies:

- Active learning is at root a model of learning by doing (Gibbs 1988), whereby students are encouraged and supported to think deeply about what they are doing and why they might be doing these things.
- In other words, learning is not a spectator sport; it requires energy, commitment and involvement on the part of the learner.

Ways of Designing Active Learning Pedagogies:

- It is arguable much more productive for them to redirect their energies on, framing questions and problems, assisting their students with finding answers or discussing multiple viewpoints on a topic.
- And focus more firmly on helping learners critically evaluate and apply the wealth of information they can find at their fingertips.



Shifting Paradigms of Teaching and learning:

- The move towards active learning assumes that the traditional view of the educators as a 'sage on the stage' must shift to facilitative, less transmission-focused or didactic views of what it means to be a good teacher. Some of the stereotypical ways in which traditional models of teaching and curriculum design are frequently typecast and reframed by active learning approaches.
- Students don't simply learn, as if they're in vacuum, for one thing learning always has an object. So, it's worth remembering that students are endeavoring to grasp concepts, theories and ways of seeing which are particular to their disciplines, for instance. In other word, learning is importantly relational.

Current Perspectives on Student Learning:

- While explaining the ways in which current shifts in society, especially changes brought about by the digital revolution, demand a concomitant shift in the ways in which we think about learning and teaching.
- A whole range of theories of learning sit under the umbrella of what are generally known as ‘constructivist’ perspectives.
- Learner activity encapsulates the central idea that knowledge, whether that is seen as possessed by the individual or distributed with a community is perceived as being actively constructed rather than passively transferred.
- This has important implications for the ways in which teaching is accomplished.

Constructivist views on the Nature of Learning:

Learning of complex knowledge and skills requires extended effort and guided practice. Hence, it should be

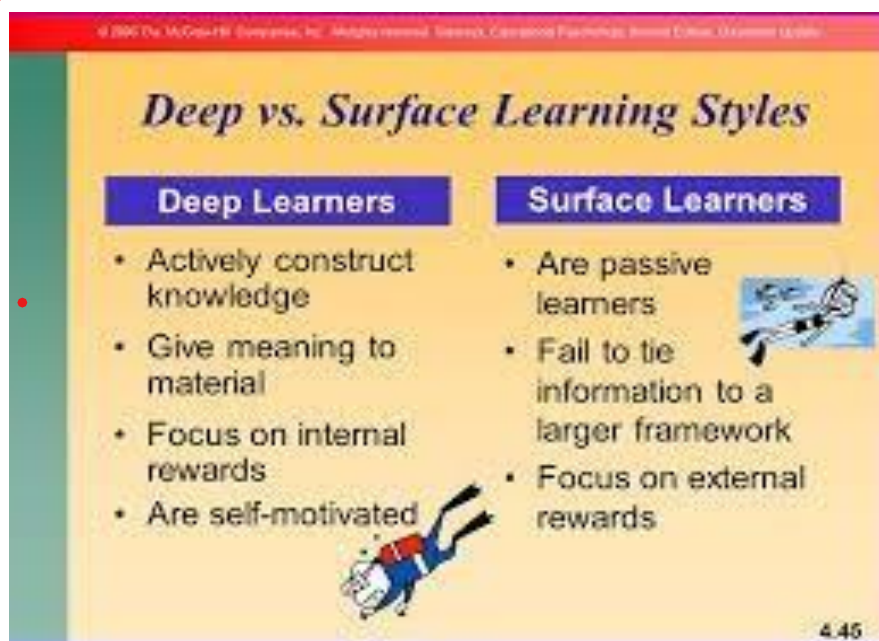
- i. Active and reflective
- ii. A social phenomenon
- iii. Context-related
- iv. Strategic
- v. Participative

With the learner having control over its nature and direction for how to apply strategies.

The Approached to Learning Paradigm:

The concept of ‘deep’ and ‘surface’ approaches to learning paradigm are commonly used.

Deep approaches are generally regarded as something to strive for and foster, because they coincide strongly with some widely espoused views.



Constructive Alignment:

The approach to learning literature makes clear then that meaning is not imposed on a student nor transmitted by direct instruction, but is created by the students' learning activities.

Learning is thus seen as a way of interacting with world and good teaching is seen as encouraging a deep approach, whereby activities are appropriate to handling a task so that a fitting outcome is achieved.

Student Engagement:

- The educational impact of institutions is mediated by variables such as student peer group relationships and what he called 'involvement'.
- 'Student involvement' represented the amount of physical and psychological energy that the student devotes to the academic experience.

Seven Principles to Promote Students' Engagement:

- i. Encouraging student-staff contact
- ii. Promoting active learning techniques
- iii. Developing cooperation and reciprocity between students
- iv. Emphasizing time on task
- v. Giving prompt feedback
- vi. Communicating high expectations
- vii. Respecting diversity in talent and ways of learning

Factors Underpinning Successful Learning:

Rare pinpointed distinct factors which generally underpin successful learning:

1. **Wanting:** To learn, which is something intrinsic. Taking some sort of ownership of the need to learn.
2. **Learning by doing:** Things like having a g, experience, repetition, learning by trial and error are all the important features here.
3. **Learning through feedback:** Learning is helped by having access to other people's reactions, getting confirmation you're on the right lines, seeing where you've made mistakes and simply seeing if something that you've done works out.
4. **Making sense of things:** The job of teaching is to provide learners with the best possible environment in which they can accomplish their learning.
5. **Verbalizing orally:** Speaking to others, face to face, helps people to make sense of something even better than they had done previously.
6. **Assessing how students make informed judgment:** The process of seeing and making evaluative judgments about what others have done and how they've gone about it intensifies many of the other factors listed above.

Conclusion

It is important to know how these game-changing perspectives on learning can be used as lenses through which to review all aspects of curriculum design, delivery, assessment and evaluation in ways that can enrich students learning and as bonus make the working lives of those who teach and support them more fulfilling and enjoyable.

Lesson No. 28
(Topics 78, 79, 80)

Topic:078**Professional Studies Program for Teachers****Introduction:**

Since 1990, there has been an intensive debate going on in teacher's college about how best to rationalize the structure, organization and the content of Professional Studies.

As a result, most of the new courses in the teacher education are being classified as a component of Professional Studies.

Professional Studies or the teacher training programs are based on basically two components Theory and Practice.

Theory and Practice

- The idea of Professional Studies implies a partnership between a body of theoretical and practical skills.
- This means that any meaningful teaching has a theoretical base.
- To be competent teachers, they need to have command in subject knowledge, subject application, class management and assessment and recording of pupils' progress.
- Competence means the understanding of the constructive model of learning, where the learner plays a central role.
- The teacher acts not only as an operator, but also pools knowledge from various sources to facilitate learning and teaching.
- The implication is that untrained teachers lack a theoretical base for effective teaching.

Professional Studies Program:

When undergoing the training process, teachers are expected to study prescribed courses that will enable them to know the subject matter to teach methodology of teaching and how to evaluate the attainment of the prescribed objectives.

The contents of the teacher-training programs, as reflected in the courses being offered by colleges of education and the universities.

Framework for Professional Studies (PS):

The professional knowledge and professional skills provide a framework of Professional Studies.

Types of Knowledge in PS:

1. **Propositional knowledge** refers to understanding of the job, its context and its aim.

2. **Practical knowledge** is ability to make practical judgments of what to do.

Types of Skills in Professional Studies:

The Skills refer to organizational and curricular skills.

1. **Organizational skills** include managing and controlling classes, motivating children, organizing groups and individual learning, using resources testing children, marking register and keeping records.
2. **Curricular skills** focus on ways of developing learner' skills in literacy, numeracy and communication in general.

Components of Professional Studies:

Professional Studies Program should cover a multiplicity of curriculum courses which act as an introduction of the basic contents of a range of subject, as well as giving insight into how to teach them.

1. **Conceptual factual content and**
 2. **Methodological aspects.**
-
1. **The conceptual aspects** would emphasize fundamental ideas and principles, as it would focus on rationale for teaching the aspects. The content would be selected to illustrate some of the salient features of the discipline.
 2. **The methodological elements** would concentrate on the procedural skills of the discipline, allied to the practical knowledge of how to teach. The interrelatedness of the components tallies with the view of marrying theory and practice in Professional Studies.

Features for Effective Professional Studies Program:

1. **Content focus:** Learning opportunities for teachers that focus on subject matter content and how students learn that content.
2. **Active learning:** Can take a number of forms, including observing expert teachers, followed by interactive feedback and discussion, reviewing student work or leading discussions.
3. **Coherence:** Consistency with other learning experiences and with school, district, and state policy.
4. **Sufficient duration:** Both the total number of hours and the span of time over which the hours take place.
5. **Collective Participation:** Participation of teachers from the same schools, grade, or department.

Topic: 079**Relational Professionalism in Schools**

Relational professionalism in schools, as we know, plays a very important role in the formation of personality and the demonstration of the level of professionalism by the teachers. And the school is the place where we decide the destination of the future generation. Through schools, we develop future leadership. And through the schools, we make the generations for the leadership, as well as generation, whatever is desired by the school and the learning outcomes enshrined in the curriculum.

Introduction:

- For youths with experiences of neglect or abuse at home, school can be a heaven.
- Wherein they are confirmed and supported.
- But if teachers lack the time and /or energy to relate with students on a ‘human’ level.
- This adds to their feelings of emptiness and insecurity.
- The relational conditions that schools provide carry important implications in terms of what students learn.
- That’s why in school teachers have a professional responsibility.
- Relative to the relationships that are established in schools.

Frelin, A (2010) stated that relationships in schools often requires:

- Conscious attention,
- Rigorous work and
- Delicate negotiations on the part of teachers
- In order to be (or become) educational.

Teacher’s Relational Work in the Classroom:

Teacher’s classroom management tasks are intended to:

- Develop caring, supportive relationship with and among students.
- Organize and implement instruction in ways that optimize students’ access to learning.
- Use group management methods that encourage students’ engagement in academic tasks.
- Promote the development of students’ social skills and self-regulations.
- Use appropriate interventions to assist students with behavior problems (Evertson and weinsein, 2006).

Social aspects of Relational Work:

Woods (1990) theorizes that three essential skills of a teacher are:

1. Creativity,
 2. Orchestration, and
 3. Generating an educational climate.
- Orchestration is said to involve skill such as the ability to construct a social structure that is acceptable to all.

Moral Aspects of Relational Work:

Moral base of teacher professionalism, places five virtues at the center of professional expertise.

1. Teachers deals in knowledge and the trade in truth, question of honesty and deceit are part of the logic of their situation.
2. Both learning and teaching involve facing difficulty and taking intellectual and psychological risks that demand courage.
3. Teachers are responsible for the holistic development of the persons.
4. Fairness is necessary to the operation of the rules in democratic institutions.
5. Practical wisdom is essential to the complex process of teaching.

Topic:080**Strategies to Promote Professionalism Among Teachers**

There are different strategies, and there is a need to develop professionalism through professional development programmes for teachers, that is, teaching and learning and the training opportunities to be provided to the teachers as professionals. And these types of interventions or opportunities or processes as a process or as an input that can improve the teachers' knowledge, professional knowledge, competence skills, and effectiveness in their work.

Introduction:

- Professional development (PD) is a term used to describe a variety of learning /training opportunities.
- That can help people improve their professional knowledge, competence, skill, and effectiveness.
- Professional Development is designed to provide an active learning environment
- That allows participants to master specific objectives.
- It can include:
 - Training, workshops
 - Online or distance learning courses
 - Information sessions
 - Technical assistance

Strategies to Promote Professionalism:

The ultimate goal of professionalism is to teach skills and strategies that, when used, will have a positive effect on outcomes.

- There is a recommended set of Professional Development practices that
- Are based on research and best practices.
- Using these practices will create ideal conditions for new skills to applied.
- These practices can be used to deliver PD in group settings
- Like workshops, presentations and webinars.

These practices are as follows:

1. Sustain a Professional Development Infrastructure:

Set a high standard of practice for your PD efforts. Provide leadership skilled staff who can implement a result-based plan.

2. Design a Professional Development Offerings:

Design training and technical assistance programs that are ideal in length and based on learning theory and best practices.

3. Promote Professional Development Services:

Use promotional strategies that capture the attention of your target audiences and get them to request your PD service.

4. Deliver Professional Development:

Use training and technical assistance designs that will have a positive effect on learning and create change.

5. Provide Follow Up Support:

Strengthen the knowledge and skill level of your participants through continued and targeted follow-up support.

6. Evaluate Professional Development Process:

Collect usable data throughout the PD process and use these data to guide your practices and report your successes.

Steps of Promoting Professional Development of Services:

There are four major steps:

- Identify the PD services that will match your target audience's needs
- Develop a comprehensive promotional plan.
- Implement your plan.
- Collect evaluation data to assess your plan and guide and changes.

Lesson No. 29
(Topics 81,82,83)

Topic: 081**Teachers' Engaging in Research as Professional Development**

In this module we will be discussing, through research, how the teacher can improve his or her professional competency, skills, and knowledge. Let me give you an example. If I want to improve my knowledge and my competency, I can go for the training, I can go to the workshop, I can go to the conference, I can attend the international conference, which is a group discussion with the seniors OR gate mentoring from the seniors. In this module, we will be discussing how we can improve the professional level of teachers through research.

Introduction:

There are countless representations of versions of teacher research ranging from the:

- Action research model,
 - Teacher as critical researcher
 - To the teacher as reflective practitioner
- Teachers' active participation in research projects can lead them to effective and meaningful changes in their practices
 - Furthermore' embracing research and engaging deeply in research processes will help them to connect more closely to their learners
 - There is evidence, in the teacher researchers' words, of deep engagement with research on the sustained basis.
 - Referring to the benefits of both concrete and vicarious experience,
 - Both sources of greater practical knowledge and more positive teachers' self-efficacy beliefs (Wyatt,2015)
 - It has been also highlighted by teachers that getting engage in research can support them in:
 - Developing the curriculum,
 - Understanding of the learning process
 - Growing critical thinking skill
 - Teachers research is a powerful tool for professional learning
 - It has the potential to enhance and improve teaching and learning
 - As well as increase teachers' motivation and boost confidence

Teacher Research a collaborative process:

Teachers are engaged in informal research on a daily basis by:

- Being reflective
- Trying new things
- Observing its impact on learning
- However, it's important not to see teacher research as an activity to be carried out in isolation.
- In fact, the process and outcomes are enhanced when teachers collaborate.

Ways to Encourage Teachers to Become Researchers:

1. Through practicing lesson study model; teachers may be engaging in active research process
2. Support teachers taking part in action research or teacher triads,
 - And encourage them to share their findings so others benefit as well.
3. Make it easy for teachers to engage with research evidence and encourage an evidence informed culture by:
 - Making research findings accessible
 - Identifying context-specific evidence for teachers
 - Making it a whole school priority
 - Using appropriate internal and external support.
4. If teachers have shown interest in or are enrolled on a formal qualification, such as a master degree or diploma, then
 - Encourage them to share their findings across the faculty and
 - Use their classroom as a place to explore and test ideas and strategies.
5. Keep track of the impact of new strategies implemented in classrooms and across the faculty
6. Encourage the use of video, it will save your staff time when working collaboratively and;
 - Give an objective insight into both learner and teacher behaviors.

Topic:082**Ages of Professionalism****Introduction:**

The concept of professionalism has passed through different ages and different periods, and these all have an impact today because they are in continuity. It doesn't mean that when this stage or period ended, the concept was closed. There are certain aspects which are in continuity and some aspects have become redundant. So, these are different stages, the different edges of the concept of professionalism.

- The development of teacher professionalism as passing through four historical phase: the pre-professional age, the age of the autonomous professional and the of the collegial professional and the ages of post- professional or postmodern.
- It is argued that current experiences and the perceptions of teacher professionalism and professionalization are drawn on all these ages.

The four ages are:

1. The pre-professional age
2. The age of the autonomous professional
3. The age of the collegial professional
4. The post-professional age

1. The Pre-Professional Age:

Factory-like public education Traditional, recitation/lecturing-based teaching with for main purposes.

- i. Maintaining student attention,
- ii. Securing coverage of content
- iii. Eliciting some motivation
- iv. Achieving some degree of mastery

This age was featured as:

- Lesson structure orient toward collective student, rather than individuals.
- Emphasis on overall flow of lesson and order control.
- Restricted professionalism
- Dominant in East Asian Countries wuner Confucian traditions.

2. The Age of Autonomous Professional:

- In the beginning of 1960s, the terms professional and autonomy became increasingly inseparable among teachers, this age was denoted as:
- One of the overriding characteristics of teaching was its individualism.
- Most teachers taught their classes in isolation, separated from their colleagues.
- Licensed autonomy as teachers enjoyed trust, material reward occupational security and professional dignity and discretion with pedagogical freedom.
- Progressivism has not showed strong evidence of successes as the realities of classroom have not changed.
- Teaching is still very much individualistic teachers are isolated people. They do not know what others are doing.

3. The Age of Collegial Professional:

Teachers rework their rules and identities as professionals in a move consciously collegial workplace and insist for collaboration.

Causes for Collaboration.

- Expansion and repaid changes in teachers work
- Inclusive education practices
- Growing multicultural diversity
- Structural limits to improving classroom teaching
- Alienations for many secondary students who can't fit schools as adolescences.
- Changes in school management and leadership that led to teamwork and collaborative decision-making
- Some successful implementation of change

Professional learning communities evolve from strong collaborative culture or professional community

4. The Age of Post-Professional or Postmodern.

Two possible trends:

- Open, inclusive and democratic
- Restructured to remain competitive and respond quickly
- Teacher professionalism become diminished/ abandoned
- Subject to globalization and digital revolution
- Defend deprofessionalization, blaming and shaming
- All teachers must value and defend their entitlement

Ages of Professionalism



Category	Themes (from teacher interviews)
<i>Pre-professionalism</i>	Teacher as technical expert Isolated teacher Lack of basic resources
<i>Autonomous professionalism</i>	Didactic orientation Professional relations Life-long learning Basic resources for teaching
<i>Collegial professionalism</i>	Professional collaboration in school Collaboration outside school
<i>Post-professionalism</i>	Responding to demands



conclusion

on the basis of this discussion, we can conclude that we are in the age of an age of postmodern professionalism, where teachers deal with a diverse clientele diverse nature of the students. With the increasing moral uncertainty, there were many approaches, and possible and more are possible and more groups have an influence on the individual and the teachers and the institutions, etc. and if we want to better classroom learning for the students, we have to create superb professional learning and networking or the network condition for those who teach them.

Topic: 083**Teachers' Professional Development: Europe in International Comparison****Introduction:**

- Improving the quality of teaching have been on the reform agenda in many European countries and training 2020 strategy adopted by the minister of educations of the EU.
- Within this general framework the quality of teacher and teaching of all the more critical because education systems are faced with major challenges for teachers and managers that are continually changing and even increasing.
- The state of affairs concerning professional development in European Countries mainly focus on:
 - i. Teacher effectiveness
 - ii. Teacher beliefs
 - iii. Competencies
 - iv. Teaching effectiveness
 - v. Continuous Professional Development of Teachers

1. Teacher Effectiveness:**a) Personal Characteristics of teachers:**

Throughout the history of teacher and teaching effectiveness research, characteristic of teacher's personality has been investigated using variables such as flexibility/rigidity, extraversion/introversion, locus of control self-efficacy, general and verbal intelligence.

b) Formal qualification and experiences:

Effects of teacher education usually expressed in terms of formal qualification such as BA or MA degree or being to certify to teach in a specific field have traditionally being included in "education production functions".

c) Subject matter knowledge and knowledge about teaching and learning:

The most frequently used analytical when attempting to explain why some teachers are more effective than others or mastery of subject matter and pedagogical knowledge.

d) Pedagogical content knowledge:

The concept of Pedagogical content knowledge, as "subject matter knowledge for teaching".

- Pedagogical content knowledge is about selection of topics useful forms of presentation, analogies, illustrations, examples, explanations and demonstrations.

- There are three main components of pedagogical content knowledge:
 - i. Knowledge of task
 - ii. Knowledge of students' prior knowledge
 - iii. Knowledge of instructional methods

2. **Teacher beliefs and competencies:**

This section distinguishes two areas:

- i. Teaching styles and competencies
- ii. Teacher belief (in the sense of preferred teaching paradigms).

The personal characteristics of teachers contain clarity, flexibility, enthusiasm, task related behavior making use of stimulating comments.

a) **Teacher beliefs construction verses “traditionalism”**

- These two paradigms are basis of divergent beliefs about teaching and learning in throughout the Europe.
- Constructivist inspired teaching verses more structured teaching.
- Constructivist views reality is being in the mind of knower, without denying external reality altogether.
- The image of student learning that goes with constructivism underline the active role of the learner.
- Students are to be confronted with “contextual” or “rich” artificial environments real world environments stimulated by means of interactive media.
- Learning is self-regulated with lots of opportunity to discovery and students, interpretation of events.

b) **Teachers' sense of efficacy:**

- Research has indicated that teachers' beliefs about their own level of competence and their sense of self-efficacy affect their practice and students' performance.
- Teacher with a strong sense of efficacy tent to exhibit greater levels of planning and organization.
- They are more open to new ideas and more willing to experiment with new methods, work longer with students.

3. [Redacted]

- The teacher effectiveness deals with characteristics of teacher whereas the teaching effectiveness concern the teaching process.

- Effective teaching can provide potential orientations for teacher training and professional development.
- Borphy (2001) distinguishes 12 principles of teaching.

4. Continuous professional development of teachers:

- Teachers' learning is seen as an active constructive process that is problem-oriented, grounded in social setting and take place throughout teachers' lives.
- The notion of ongoing and lifelong professional learning embedded in school as a natural and expected component of teachers' professional activities and a key component of school improvement.
- This prospective on learning implies that teachers' take responsibility for their own actions.
- It acquires the necessary knowledge, skills and repertoire of activities to increase their participation in the school workplace environment.

By participating in a variety of professional activities within the school context, teacher stimulate their own professional development and the development of school.

Lesson No. 30
(Topics 84,85,86)

Topic:084

Significance of Professional Development

Introduction:

- Professional development (PD) is quite simply a means of supporting people in the workplace to
- Understand more about the environment in which they work, the job they do and how to do it better.
- It is an ongoing process throughout working lives.
- PD opportunities provide a means to:
 - Keep in sync the changes,
 - Broaden professional skills,
 - Be more effective in our work,
 - Be a better practitioner,
 - Enhance ones' career prospects or
 - Simply feel more confident about ones' work and
 - Make it more personally fulfilling.

Importance of Professional Development (PD):

- PD enable individual to:
 - Be better able to recognize opportunity;
 - Be more aware of the trends and directions and technology in society;
 - Become increasing effective in the workplace;
 - Be able to help, influence and lead other by their example;
 - Be confident for their future employability;
 - Have a fulfilling and rewarding career
- Ongoing professional development create a culture of learning throughout the institution and
- Supports educators' efforts to engage students in learning.
- An institution that organizes team based professional development
- Expects all teachers and administrator to consistently participate, though:
 - For different purposes

- At different times
- In different ways
- Demonstrates that it is serious about all educators performing at higher level.

Significance of Professional Development for Educators:

1. Students have better learning outcomes:

- Professional development transforms teachers into better and more apt educators by
- Enabling them to create relevant and tailored course instructions for today's students.

2. Teachers learn better ways to teach:

- When educators discover new teaching strategies through professional development,
- They are able to go back to the classroom and make changes to their:

Lecture styles and curricula to better suit the needs of their students

3. Teachers develop better organization and planning skills:

- Professional development training can help teachers to become better at planning their time and staying organized.
- This ultimately makes teachers more efficient and gives them extra time to focus on students rather than to paperwork.

4. Teacher gain knowledge and industry insight:

- Professional development programs can enable teachers to expand their knowledge base in different subject areas.
- The more professional development a teacher undergoes the more knowledge and industry insight he or she gains.

5. Teacher want to continue their education:

- Professional development gives them an opportunity to step out of their routine, they get to be the student instead of the teacher.
- This keeps educator engaged because they like they are receiving the professional help they need to be better teachers.

6. It affects student learning:

- When teachers have access to continues learning opportunities and professional development resources
- They are better equipped to become good teachers
- Especially if their students have learning needs or are performing below or above grade level.

7. It encourages the success of new teachers:

- PD can help new and experienced teachers develop the skills they need to feel confident in classroom.
- Effective professional development helps teacher shape career-long learning.

8. It promotes a growth mindset:

- Teacher professional development encourages teachers to be active participants in their own learning, and
- Ensures the students and teachers alike are eager to learn.

Topic:085**Transformative Professionalism****Introduction:**

- By defining the term professionalism, individual within a certain occupation are able to establish boundaries for themselves and others working in the same profession.
- Merriam-Webster (2002) define professionalism is the conduct, aims or qualities that characterize or mark a profession or a professional person.
- A transformative teaching profession is seeing its primary responsibility in terms of the development.
- Critical, literate socially aware citizen with a strong sense of their own civic responsibility.
- Through them the generation of social capital and the propagation of civil society.

Sachs (2003:16) offers a summary of characteristics of transformative or 'activist' teacher professionalism as follows:

- Inclusive in its membership
- Working to a public ethical code
- Collaborative and collegial
- Activist in its orientation
- Flexible and progressive
- Responsive to change
- Self-regulative policy active
- Enquiry-orientated
- Knowledge building

Characteristics of transformative Professional Development:

We should consider how teachers learn and acknowledge the dual modalities for teacher development:

- One more formal and focused on acquiring new skills and
- The second, an ongoing sharing of ideas and best practices in a less formal leaning community.
- In the traditional model, we offer a variety of professional development workshops and hope teachers take advantage of the offerings.
- But the more formal way of teacher training and strategic Professional Development with four common characteristics emphasized in transformative professionalism such as:

1. Focused:

- There are many ways to allow for differentiation and choice within professional development,
- But to maximize impact and return on investment, we should develop a common language and understanding in non-negotiable areas like college and career ready standards or support for diverse learners.
- Here there should be an expectation that all teachers become experts in this practice.

2. Collegial learning:

- Teaching is engaging. It's interactive. Learning better teaching should be too.
- Many traditional PD workshops are sitting and get that yields no outcomes for teacher knowledge or students achievement outcomes.
- Good PD programs not only allow peer-to-peer learning and modelling, they include it by design.

3. Intensive, Sustained and Continuous:

- Despite the current practice of doing a one-day workshop and calling it done, almost all of the research on effective PD describes intensive, sustained and continuous professional development on particular content or pedagogy.
- Improving PD also means recognizing that teachers like their students learn in different ways and at different speeds.
- The best programs allow for self-pacing in development and allow for questions and reflections and exploration.
- Good programs also build on premise that learning does not stop especially for teachers.
- Support, collaboration, community, peer feedback and practice should be ongoing.
- If teaching and learning don't stop for students, the support should not either.

4. Analyse and Optimize:

- The lack of good measurements made it impossible to know what was and was not working in PD.
- For many the benefits of flipping PD and using online professional development to scale the learning include real time metrics on teacher progress and improvement.
- Better information unearths best practices and builds on efficiencies across many professional development implementations.

Steps to Effective and Transformative Professional Development:**1. Follow the research:**

- To be transformative, strategic professional development needs to be intense, continuous and sustained to have a lasting impact.
- The Centre for public education's teaching the teachers reports that effective PD take 50 hours or more on a given topic.

2. Go online:

- Taking PD at least partially online isn't something nice the math tells us it's essential.
- There simply are not enough PD hours available to teach all of teachers the new skills and standards they will be expected to master.
- The type of scaling that online PD offers reaching thousands instead of dozens at a time is the only way.

3. But not online exclusively:

- Some people want to use the efficiency of online PD to move the old PowerPoints and lectures online and call it a day.
- Face to face common planning time and online support communities are both essential a true blended approach.

4. Allow self-pacing and collaboration:

- We know not every student learns the same way are at the same pace, yet we expect teachers to.
- Good PD courses should be paced by the teachers allowing them time to absorb and practice what they have learned at their own speed.

5. Start Right Now:

- No one believes an overhaul or update at PD practices will be easy or fast implementing new standards would not be either.
- But because we know PD needs an update and we know what to do, there is reason to wait.
- New students chart a bold and compelling vision for the nation's students.

Topic:086

Rethinking the Practice of Teacher Professionalism

with the passage of time, the things and the concepts and the practices are getting changed. And the change also varies from society to society and country to country, depending on how advanced that country or nation is, and so is the level of change and the level of development in that country or in that concept or in that field. So, since we are discussing the rethinking of the practise of teacher professionalism, we will be sharing the example of Australia and universal practices as well as the new concepts that are coming up throughout the world. Basically, we should see that there are important factors for rethinking the managerial aspects of the teacher's profession. They are clarity, consistency, and coherence, as well as the values, principles, and assumptions that underpin them. As far as the Murray thinking of the practise of teacher professionalism is concerned, those standards that we discussed, those areas that we discussed, are further examined in terms of fitness for purpose.

Introduction:

- Examination of teaching standards is not a simple or straight forward matter
- As it is necessary to examine them for their:
 - Clarity, consistency,
 - Coherence as well as
 - Values, principles and assumptions that underpin them
- Standard also need to be examined in terms of:
 - Fitness of purpose
 - Establishment
 - Formation as well as
 - Accountability and transparency which they entail

New Public Management and Reforms of the Public Sector:

- Application of commercial approaches to the public sector include assumptions that:
 1. Traditional structures procedures and services are efficient
 2. There is generic set of skills that called management
 3. Private enterprise management approaches are superior to other alternatives
 4. Managerial and structural reforms guarantee revision to practice
 5. Government services can be quantified for accountability purposes

Context of Rethinking teacher Professionalism in Australia:

- It requires that all of those involved in education negotiating meanings and processes
- In order to engage teachers in the board prospect of teacher professionalism.

Dominant Discourse of Teacher Professionalism:

- An examination of Australian policy documents at federal and state level
- Reveals two versions of teacher professionalism which are:
 1. Managerial Professionalism
 2. Democratic Professionalism
- 1. **Managerial Professionalism:**
 - This is more dominant discourse
 - This is particularly the course with the consequences of:
 - Reform initiatives such as organizational change
 - It is imperative for teachers in schools to be more accountable
 - And for system to be more efficient and economical in their activities.
- 2. **Democratic Professionalism:**
 - It seeks to demystify professional work and build alliances between teachers.
 - Excluded constituencies of students, parts and members of community on
 - Whose behalf decisions have traditionally been made either by profession or by state.

Core of Democratic Professionalism:

- It puts emphasis on collaborative and cooperative actions between:
 - Teachers
 - Educational stakeholders

A platform for rethinking the practice of teacher professionalism:

It requires a different framework by which to think about and mobilize the teaching profession.

There are five elements that contribute to this:

1. Learning
2. Participation
3. Collaboration
4. Cooperation
5. Activism

1. Learning:

As an individual and collective goal, teacher should be seen to practice

2. Participation:

Recasting the social relationship of schooling demands active participation by Teachers, students and community

3. Collaboration:

Collaborations has two main dimensions, Internal and external.

4. Cooperation:

New teachers are encouraged to work with their peer in collaborative and cooperative way.

5. Activism:

Been active means engaging and responding the issues that relate directly or indirectly to education and schooling.

Evidences for teacher standards

Lesson No. 31
(Topics 87, 88, 89)

Topic: 087**Professional Teaching Standards****Introduction**

- The term “professional teaching standards” is widely and uncritically used in educational documents
 - Language and content of standards matters a lot
 - As they indicate the purpose to which the standards will be applied
 - In UK, four versions of standards have been calculated in policy debates and documents which are:
 1. Standards as common sense
 2. Standards for quality assurance
 3. Standards for Quality Improvement
 4. Standards for certification and control
- 1. Standards as common sense:**
- In this version, standards supply the basis for providing a benchmark of
 - Minimum levels of achievement in various aspects of teaching practice
 - These standards define what teacher should be able to do and what they should know
- 2. Standards for quality assurance:**
- Quality assurance and accountability is generally understood as
 - The process by which user production of a service or product can be confident of its:
 - ✓ Consistency
 - ✓ Reliability
 - ✓ Safety; and some extent
 - ✓ Value for money
- 3. Standards for Quality Improvement:**
- It is developmental approach for quality improvement
 - Ingvarson and Darling Hammond (1998) promote this view in the context of:
 - ✓ Teachers professional development
 - ✓ Learning
 - ✓ Career advancement

4. Standards for Certification and Control:

- Professional standards are also termed as professional certification and licensing.
- Licensing is used to describe state decisions about admission to practice
- Certification is used to describe the actions of professional instrumentalities (such as boards).

Some Claims Regarding Teaching Standards:

- There are three claims that seem to be in the best interest of teaching and would enhance the teaching profession
 - They fosters that standards will:
 1. Improve the performance of teachers
 2. Improve the standing of teachers
 3. Contribute to the ongoing learning of teachers.
- 1. The introduction of standards should improve the performance of teachers:**
- Advocate of this position base their argument on the premise that standards should be used for:
 - ✓ Determining of goals and
 - ✓ Examples of best practice
 - This is good sense if it is to be implemented on a good spirit of:
 - ✓ Best interests of teachers and students, as well as
 - ✓ Improving teaching practice
- 2. Standards will improve the standing of teachers:**
- This claim suggested that the application of standards to the teaching profession
 - Will enhance the status of teaching profession
 - It fosters the idea that standing of teachers can be developed only by strong community support.
- 3. Standards contribute the ongoing learning of the teachers:**
- Components of a standards guided model for the ongoing professional learning of teachers are:
 - ✓ Teaching standards that provide direction and milestone for:
 - Professional development over the long term of career of a teaching
 - ✓ Infrastructure for professional learning of teachers and enabling them to enhance:
 - Their knowledge and skills
 - ✓ Stages career structure and pay system that:

- Provide incentives and recognition for attaining these standards
- ✓ A credible system for professional certification based on valid assessments.

Conclusion

- In practical world, a set of professional standards for teaching need to be owned.
- These standards must inform overall consequences of teachers of teachers classroom practice
- These standards must not be
 - ✓ primarily self-interested
 - ✓ Government imposed regulatory framework

Topic: 088

Challenges for Teacher Education at Institutional and Professional Level

Introduction:

Changing role of Teacher Education:

In the previous system of education, teacher was the main figure but in the new approach the learner occupies The Centre of the education system. The needs, interest, level, age and potential of the child are taken into account.

Now the process of education is not the process of inputting something to the head but drawing out from the child.

Teacher you have to assess the nature of the students, watch their natural, in trust encourage potential in them and inspire them to bring out the best in them.

Teacher Education:

Teacher education is a program that Is related to the development of teacher profession c and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Challenges for Teacher Education:

1 Problem to monitor of teacher education institution:

- There are numerous, teacher training institutions, that make it difficult to monitor all the institution.
- Some unscrupulous institutions have become simply money-making center and produce certified but incompetent teachers which is a matter of great concern.

2 Lack of regulations in demand and supply:

- There is considerable lack between demand and supply of teachers.
- The state education department has no data on the basis of which they may work out for the desired intake for their Institutions

3 Lack of facilities for professional development:

- The association of teacher educator have not contributed anything towards development of a sound professionalization of teacher education.

4 Deficient in facilities for student teacher:

- Lack of experimental or arbitrary schools, library and other equipment's.

5 Problem of practice teaching:

- Practice teaching is the most important part of this program
- But in spite of all kind of elaborative arrangements regarding practice in teaching, student teacher are
- Non-serious to the task of teaching
- Deficient in sense of Duty
- Irresponsible, aimless
- Lacking innovative measure in teaching

Which are great obstacles in the development of pedagogical skills.

6 Problem of supervision of teaching:

- The supervisory organization for practice teaching aims at guiding in planning their lessons, learning to organize contents, formulating suitable gestures and developing other related skills.
- At present the lessons plan are checked superficially and no discussion is made by the subject method specialist.

7 Incompetency of students and teachers:

- The current training program does not provide proper opportunities to the student teachers to develop competency because the organizer of teacher's training program is not aware of the present problems of schools.
- So, there is not a close matching between the work schedule of the teacher's in the program and school adopted for teacher preparation in a training college.

8 Poor academic background of student teacher:

- Most of the candidates do not have the requisite motivation and an academic background for a weld is a entry in the teaching profession.

9 Quality Concerns of course:

- Teacher education has not come up to the requisite standards. They are unable to think critically and solve the issues related to teaching methods, content, organizations etc.

10 Inadequate empirical research:

- Research in education has been considerable neglected. The research conducted is of low quality, before undertaking any research, the teacher programs that are not studied properly.

11 **Faculty Teaching Method:**

- Teacher educator are averse to experimentation and innovation in the use of teaching methods. Their acquaintance with modern classroom communication devices is negligible.

12 **Some other problem of teacher education:**

- Poor standard with respect to resources for colleges of education.
- Unhealthy financial condition of the colleges of education
- Negative attitude of management towards development of both human as well as material resources
- Traditional curriculum and teaching methods in the teacher education program
- Lacking in feedback mechanisms.
- Objective of teacher education not understood.
- Secondary level teacher education is not the concern of Higher Education.
- Lack of dedication of student-teacher towards a profession.
- Unplanned and insufficient co-curricular activities.

Topic: 089

Conceptualizing Teacher Education Programs

Introduction:

Although reform initiatives have triggered much discussion about the:

- Structure of teacher education Programme (for example 4 year undergraduate) and
- The certification categories into which program presumably fit (for example “traditional” or “alternative”)
- There has been less discussion about word quotes on with in the black box of the program. Inside the courses and teaching experiences that candidates encounter about how their experiences programs design for candidates communicatively add up to a set of knowledge, skills, and disposition that determine what teachers actually do in the classroom.

1 **Knowledge for teaching the “What” of teacher education:**

The knowledge of learner and how they learn and develop within social context, including:

- Knowledge of language development,

- Understanding of Curriculum content and goals
- Knowledge of the subject matter and skills to be taught in light of disciplinary demands, student needs, and the social purposes of education.
- Understanding of and skills for teaching, including
- Content pedagogical knowledge and
- Knowledge for teaching diverse learners.
- Understanding of assessment and how to construct and manage a productive classroom.

These expectations for teacher knowledge means that programs need not only

- To provide teachers essays to more knowledge considered more deeply, but also
- To help teachers learn how to continually assess knowledge and inquiry into their work.

2 Program Designs and Pedagogies the “How” of teacher education:

- Although it is important to have well-chosen courses that include core knowledge for teaching,
- It is equally important to organize prospective teachers’ experiences so that they can integrate and use a knowledge and skillful ways in the classroom.
- This is probably the most difficult aspect of constructing a teacher education program.

Accomplishing this required addressing some special challenges in learning to teach such as:

- i. Learning to teach requires that new teacher come to understand teaching in ways quite different from their own experiences as students.
- ii. Learning to teach also required that new teacher learn not only to “think like a teacher” but also “to act as a teacher” what is termed “the problem of enactment”.
- iii. Finally, learning to teach requires that new teachers be able to understand and respond to the dense and multi-faceted nature of the classroom, juggling multiple academic and social goals requiring trade-offs from moment to moment and day to day.
- iv. They must learn to deal with “the problem of complexity” that is made more intense by the constantly changing nature of teaching and learning in groups.

Features for successful teacher education:

1 Coherence and Integration:

The first is a tight coherence and integration among courses and between coursework in schools that challenges traditional program organization, staffing, and modes of operation.

2 Link theory and practice:

The second critically important feature that requires a wrenching change from traditional models of teacher education is:

- The importance of extensive and intensive supervised practical work
- Tightly integrated with Course work
- That allows students to teachers to learn from expert practice in school that serves diverse students.

Furthermore, to be most powerful, this work needs to be in corporate newly emerging pedagogies such as:

- Close analyses of learning and teaching, case methods,
- Performance, assessment, and
- Action research

That link theory and practice in ways that theorize practice and make formal learning practical.

3 New relationships with schools:

- Finally, this kind of strategies for connecting theory and practice cannot succeed without a major overhaul of the relationship between Universities and school that ultimately produce changes in the content of school level as teacher training.
- Indeed, without connection between the classroom, school, and local communities, classroom field experiences may work to strengthen pre-service teachers' stereotypes of children, rather than stimulate their examination and ultimately compromise teachers' effectiveness in the classroom.

Conclusion:

- Although teacher education is only one component of what is needed to enable high-quality teaching.
- It is essential to advance knowledge about teaching, to spread good practice, and to enhance equity for children
- Thus, it is to seek strong preparation for teacher that is universally available, rather than a rare occurrence that is available only to Lucky few.

Lesson No. 32
(Topics 90, 91, 92)

Topic: 090

Teacher Research for Professional Renewal

Teacher research means what kind of researcher and in what way and what methods does the teacher have to adopt for his or her professional renewal? It means how to improve the professionalism and professional aspect of the teacher's activity. And what are those opportunities? What are those types of research and in what way? What are the processes, processes, and practises that the teacher has to adopt for improvement? Many of them from the past, you would see that the teacher the renewal of the teacher's professionalism

Introduction:

- For the past few years there has been an increasing emphasis for teachers to
- Undertake “research” in their own classrooms or schools either with school-based Pier or with academic colleagues.
- This research has variously come under the banner of ‘teacher research’, ‘practice research’ ‘collaborative enquiry’ or ‘action research’.

In general, the purpose of these activities is fourfold:

- i. As a strategy for a broader change initiative within a school or classroom
- ii. The improvement of classroom practice
- iii. As a contribution to an understanding of the nature of teachers’ knowledge base
- iv. As a basis for teacher professional development.

What is Teacher Research?

There are mainly three form of teacher-initiated School-based inquiry:

- a. Teacher inquiry
- b. Action research
- c. Collaborative research

School based teacher inquiry:

The primary aim of School base teacher enquiry is two-fold:

- 1 First, it is concerned with understanding and improving practice
- 2 Secondly, it is a way for teachers to come to know the epistemological bases for their practice

Action research:

- Action research has often been the preferred methodology for the teacher research because, it aims to give teacher practical method to develop knowledge from their experience and to make a contribution to the shared knowledge of the profession.

- Within School contexts action research can be seen as a potent means of facilitating teacher involvement in change initiatives are crying in the schools as well as validating teachers' theories in practice.
- Teacher educators as academic researchers may be involved with questions of improving practice in school especially as it relates to enhancing students learning outcomes.

Collaborative Inquiry:

- Collaborative inquiry occurs when teacher engaged in process of collaboration which articulate academic Research and practitioner research. This Articulation means that, teachers find out what is a value in the cross context all kind of research to their action research efforts, and accordingly can situated their reflective practice in a wider context of Information and analysis of school reform
- Academic analysis not only come directly acquainted with what it means to be engaged in continuous improvement in teaching and learning in a specific context but become aware of what teacher regards are important and relevant and why.
- This help to ensure that one academic communication is oriented towards practitioners it is informed about the needs and requirements of practitioner and practice settings.

Teacher Research for Professional Renewal:

There are many reasons for participating in teacher research these include:

- Opportunities to promote change to improve practice and students learning outcomes,
- To contribute to knowledge construction which, in turn enhances the status of teachers by formalizing the knowledge base of the profession.
- Teacher research in collaboration with academic gives teacher and academic the opportunity to provide each other with an outsider's point of view
- This provides the basis for informal and ongoing professional renewal for both parties.
- Teacher research provide them with the opportunity to make the knowledge public and to open their knowledge and practice to various form of reflective dialogue.

Conclusion:

It argue that teacher research has the potential to act as significant source of teacher and academic professional renewal and development because learning stands at the core of this renewal through the production and circulation of new knowledge about practice.

Topic: 091

Transformative Professionalism Practice

In this, we will discuss how professionalism has been transformed. And then, what is the impact of this transformation of professional practice? What types of transformation are there? What impact does it have on teachers' professional practice? The transformation means the improvement and change of the teacher's professional aspect, and how the teacher has to transform himself into a professional, extending his professional aspect, a holistic approach to professionalism, how to transform it, how to renew it, how to improve it, how to bring it to the highest level of quality. So, it takes the time it takes for the process to be completed, but to transform one's professional practices is essential.

Introduction:

- Teachers' professionalism is interpreted in terms of what extent the teacher outcome the difficulties and what extent they are able to use his skill and experiences is related to their profession.
- Professional teacher refers to the status of a person who is paid to teach; on a higher level.
- It can refer to teacher who represent the best in the profession and set the highest standards.

Importance of Transformative Professionalism:

- There are many reasons why it is new iteration of teacher professionalism is crucial for the well-being of the teaching profession, education and Society broadly at the current historical juncture.
 - New understanding of teacher professionalism provides professional space and conditions for the Teachers to take responsibility in their practices.
 - Teacher New professionalism can be interpreted as an attempt to revitalise the concept in a rapidly changing work environment.
 - Sachs call this transition from old to new understanding as “transformative professionalism”
 - In Scholarly debates, two version of teacher professionalism are portrayed as “old professionalism” and “new professionalism”.
 - These two approaches emerged upon changing the social, political and cultural circumstances.
 - However, these two approaches are not completely opposite to each other
 - Sachs (2003) who developed this classification differentiates these two approaches.
1. The old professionalism is concerned with:
 - a. Exclusive membership
 - b. Conservative practices

- c. Self-interest
- d. External regulation
- e. Slow to change and
- f. Reactive

2. **The new (transformative) professionalism** are:

- a. Inclusive membership
- b. Public ethical code of practice
- c. Collaborative and collegial
- d. Activist orientation
- e. Flexible and progressive
- f. Responsive to change
- g. Self-regulating
- h. Policy active
- i. Inquiry oriented
- j. Knowledge building

Sachs (2003) offers a summary of the characteristics of transformative or ‘activist’ teacher professionalism as follows:

- Inclusive in its membership
- Working to a public ethical code of practice
- Collaborative and collegial
- Activist and its orientation
- Flexible and progressive
- Responsive to change
- Self-regulating
- Policy active
- Inquiry oriented
- Knowledge building

The transformative professionalism practice is committed itself to:

- Developing and enhancing the notation of evidence-based practice.
- Developing and interactive community of practice using appropriate technologies.

- Making a contribution to a broader professional knowledge base with respect to educational practice.
- Building research capability within and between schools by engaging both teachers and students in the research process
- Sharing methodologies which are appropriate to practitioner enquiry as a mean of transforming teacher professional learning.
- It is required to develop Pathways for professional learning by providing ongoing opportunities for teachers to:
 - i. Share their practice with each other
 - ii. Conduct independent and corporate enquiry into class room practice and broader School practices
 - iii. Seek and listen to student voice read, value and integrate research findings into their work.
 - iv. Share their work broadly across a group of enormously diverse schools.

Conclusion:

- Transformative professionalism should not be imposed on teaching profession.
- The move for transformative professional is a must come from the membership of the profession and be supported by other interest groups and stakeholders.
- Its singular strength is that it is concerned with mutual engagement around a joint enterprise, namely improving student learning outcomes”.

Topic 92

Continuing Development for Teachers

Introduction

- Continuing Professional Development (CPD) stands for a Holistic approach taken by professionals to enhance their skills knowledge and capability throughout their careers.
- Any learning activities undertaken by professionals for the purpose of developing and enhancing their ability to represent elements of CPD
- Teaching has a relatively 'flat' careers structure.
- In the post compulsory sectors ,as in school the conventional way to progress in career terms has been to move away from teaching to managing department, for example in higher education for promotion may also be by means of recognised research output
- There is an increasing emphasis in government policy statement on the need to build 'workforce capacity' and to deliver 'high-quality teacher'.
- The overall picture in relation to the formal provision of further professional development opportunities for teacher is a patchy one.

Need for continuous professional development (CPD) of teachers:

- Critically reflect on their teaching practice and corrective measures.
- Improve their teaching practice based on feedback provided by the head teacher in classroom observation in order to improve student performance.
- Design and implement different strategies to address students need and issues

Features of effective Continuous Professional Development

The most effective continuous professional development is

- Personalized
- Relevant
- Sustained
- Supported
- Collaborators

Strategies for CPD

A range of strategies for fostering teachers professional development are suggested in the literature such as peer observation, critical reflection, courses and conferences, professional networks, Diaries and portfolios, critical incident, teacher research, action research, research collaboration etc.

1 Peer observation

- It refers to teacher or other observer closely monitoring a lesson or part of a lesson in order to gain an understanding of some aspect of teaching learning or classroom interaction.
- Peer observation can also improve Fellowship dip in collaboration and increase awareness among participating teachers.

2 Critical reflections

- Critical reflection is a reasoning process to make making of meaning of an experience.
- The essence of reflection for CPD is questions like, what did I learn? and ‘what promoted this learning?’
- It is descriptive, analytical, and Critical and can be articulated in written form, orally, or as an artistic expression.

3 Courses and conferences

- Initial teacher training course and event as run by teachers’ organisation, official bodies or other interest groups are hope to attract further and higher education teachers for a variety of purposes that may be broadly described as developmental
- Through conferences, presenting research to peers and networking with other are usually regarded as satisfactory outcomes

4 Professional networks

- Teachers attach considerable importance to the wider professional networks both National and international.
- Membership of professional organisations of various kinds, often focused on the subject or discipline editorial work for journals, external examining work and consultancy all provide opportunities for building and sustaining contact with colleagues outside the boundaries of the institution.

5 Diaries and portfolios

- Professional diaries or ‘learning autobiographies are usually required of those training to teach.
- The professional portfolio usually contains relevant course documents, teaching materials, student evaluation, minutes of meetings and so forth as well as some kind of diary and reflection on learning.
- The material is taken to be ‘evidence’ of learning or expertise in the professional setting.

6 Critical incidents

- Critical incidents are significant movement or events which may be experience as either positive and affirmatory of existing practice or negative and deeply challenging.
- The analysis and discussion of such incidents may lead to a deeper understanding of practice, to changes in the practice and eventually to a more discriminating profession that is more confident about its work.

7 Teacher's research

- The term 'practitioner research' within the field of education usually refers to research undertaken by teacher.
- Generally, such research methodologies share a commitment to the study of one's own practice by professional themselves, with a view to improving that practice for the benefit of other.

8 Action research

- Action research is a form of practitioner research that includes a commitment to action designed to bring about change in professional practice.
- Like other forms of research, it leads to new knowledge provides evidence to support that knowledge, makes the process of inquiry explicit and links new knowledge with existing knowledge.
- But it is different in that it requires action as an integral part of the research process.
- It is focused by the research's professional values rather than methodology concern and for teachers, it works best in my experience when the focus is relatively narrow, on a specific event, a perceived 'problem'.

Typically, action research takes place in a cycle (involving a planning, acting, observing and reflecting).

9 Research collaboration

- Research collaboration between Universities and further education colleges or less common.
- Cultural differences are significant here, too, and a respect for each other's priorities will be crucial
- The theory practice plate stands at core of the culture differences between school and University staff

Conclusion

- There appears to be a little sustained recognition at a national level of teachers' professional development needs in the post school phase.
- Whereas, it provides opportunity to individual teachers to seek opportunities to enhance their expertise and develop their pedagogical interest.

Lesson No. 33
(Topics 93, 94, 95)

Topic: 093**Academic Professionalism****Introduction:**

- Changes in the academic landscape have brought about interesting discussions with regard to academic professionalism.
- Some hold negative views and say that academic professional is now losing its autonomy/status;
- Others are more positive in defining academic professionalism (Nixon, 2004).

What Constitutes Professionalism?

Professionalism consists of three important dimensions (Ibrahim, Mansor and Amin, 2012).

1. Building and enhancing individual expertise,
2. Ethical consideration that regards academic professionalism as a service to society, and
3. Conformance with organizational rules and regulations

Characteristic of Academic Professionalism:

Kolsaker (2008) quoted some key characteristics of the academic profession, which are

- ✓ Shared values
 - ✓ Altruistic concern of students
 - ✓ Educational expertise
 - ✓ High level of autonomy
 - ✓ Generation of new knowledge
 - ✓ Use of conceptual and theoretical rigor
 - ✓ Application of logic
 - ✓ The disinterested pursuit of truth
- In her study Kolsaker (2008) at UK universities found that academics hold positive and pragmatic views in undergoing this new governance approach.
 - Academics strive to define and re-define their professional identity in line with the current trends.

Components of Academic Professionalism:

In another study even (2010, p.5) identifies three main components of academic professionalism.

They are:

1. **Behavioral**

2. Attitudinal
3. Intellectual Components

1 Behavioral component:

Behavioral component of professional relates to what practitioners physically do at work.

2 Attitudinal component:

It 'relates to attitudes held which relates respectively to:

- ✓ Perceptions, beliefs and views held'.

3 Intellectual component:

It 'relates to practitioners' knowledge, understanding and their knowledge structures which relate respectively to:

- ✓ The basis of people's knowledge; the nature and degree of reasoning that they apply to their practices.

Academic views on professionalism:

Ahmed Zamri and Johari Talib (2010) found that academics' views on professionalism relate to the:

- ✓ The specialization of knowledge
- ✓ Inculcation of ethical values
- ✓ Educating the mind of the learners.

In an effort to build their professionalism, academics begin with:

- ✓ Knowing their own personal interests
- ✓ Formula their expertise through a doctoral degree, and
- ✓ Later enhance expertise through research activities and
- ✓ Networking.

Topic: 094

Institutional discourse and the knowledge that matters

Introduction:

- There is an interplay among the institutional conditions, practices and the knowledge in use.
- Institutional discourse relies between the instrumental and expressive discourse (Brenstein, 2000)

Instrumental discourse:

- The instrumental discourse refers to the transmission of skills and their relation to each other

Expressive or regulative discourse:

- It refers to the principle of social order relation and identity.
- Organization differ in relative salience of each discourse practices, ideologies, mechanism.

Difference in discursive practices in organizations rely differences in the:

- Relationship between instrument and
- Expressive elements in an organization.

Bernstein's Model:

Bernstein's model relates:

- Macro-institutional formed to micro-interactional levels
- And the rule of communicative competence.

This model focused on two levels:

1. Structural level
2. Interactional level

1. Structural level:

- The key concept at the structural level is the concept of boundary.
- Structures are distinguished in terms of their relation between categories.

2. Interactional level:

- The population of the transmission/acquisition relation between teacher and taught.
- Interactional level comes to refer to the pedagogic context and the social relations of the work
- Different institutional modalities may be described in terms of the relationship between the relations of power and control
- So, this relationship gives rise to distinctive discourses
- it mediates engagement with the knowledge in use of professional work
- And emphasize upon acquisition of specialized skills which may downplay both
 1. Inter-professional collaboration
 2. Engaging children and families in solving problems
- Relations that clearly hierarchical with instrumental and
- The regulative discourses as relatively distinct.
- However, if beliefs about the knowledge that matters give the rise to a weaker classification and weaker framing of the practice then there is like to be:

1. Easier cross-service collaboration and
 2. Greater engagement of children and families
- Vygotsky was not impervious to the importance of the emotional in how people are able to take action
 - His approach was rooted in the Russian notion of perezhanie (lived experience) was the
 - Integration of cognitive and affective elements.
 - He used this concept to emphasize the wholeness of psychological development of children
 - And this wholeness is a state of complete physical, mental and social well-being.

Topic: 095

Challenging Professionalism

Introduction

Theoretical Considerations

- England (1996), studied the teaching profession, distinguishes between 'professionalisation' and 'professionalism'.
- The professionalisation focuses on the sociological project, relating to the status and authority of a profession
- Whereas the 'professionalism' concerns with the internal quality of teaching as a profession
- It depends on the acquired capacities and competencies that go to the successful exercise of an occupation
- According to Ritzer (1975), professionalism is not only a means to produce and deliver high quality specialist services, but also contributes vitally in shaping our general beliefs in a rationally based, open society
- "Professionalism" has been used to defend conditions of work and enhance and occupational status
- Yet, on the other hand, "professionalism" has too often and merely benefited private interests at the expense of the public good.

Key challenges in professionalism:

Professionalism growingly faces three key headline Challenges:

1. To (re)build public trust in professionalism

2. To provide new educational solution for the training and preparation of professionals; and to
3. Re-envision and articulate a new contextually informed and shared sense of professionalism.

Three Rs for professionalism:

- Teachers need to be committed to these three Rs to handle challenging professionalism
- Three primary indicators constitute the meaning of professionalism responsibility, respect, and risk-taking. When teachers are committed to these three values, their behaviours will reveal greater professionalism.

1. Responsibility:

- Teachers who assumed responsibility for student learning have a sense of efficacy, a critical component of professionalism
- Professionalism means that teachers fully accept the challenges of teaching
- Teachers whose sense of efficacy is strong do not blame external circumstances.
- Guided by responsibility, teachers will hold the belief that they have an obligation to students' families, colleagues, and the school as a whole.
- The more committed teachers are to the value of responsibility, the more professionalism they will exhibit.
- Asking themselves whether their actions will help students to learn, these teachers will, in turn, exhibit more professionalism.

2. Respect:

- Teachers who show professionalism are committed to using respect as a touchstone for their actions. They model integrity or wholeness (Palmer 1998), and present an authentic self to students while they acknowledge that vulnerability is a part of a teaching.
- Teachers who use respect as a behavioural norm desire to serve students actively.
- As an important emotional dimension in teaching, caring reflects respect and influences teachers' professionalism.

3. Risk taking:

- Smith (1990, 216) indicated, if "the essence of teaching is taking chances", then risk taking is an important indicator of professionalism.
- Teachers who are committed to risk taking are not afraid to pose difficult questions or taking unpopular stands.

- Another manifestation of professionalism through risk-taking is a commitment to continuous learning.

Conclusion:

- To handling challenging professionalism among teachers, practitioner must embrace responsibility, demonstrate respect, and practice risk taking.
- Teachers must recognize that professionalism is determined by the beliefs and values that they have internalized.
- Engaging in reflection and dialogue provides a way for teachers to discover the extent of their own professionalism or lack thereof.
- Ask teachers endeavour to respond with respect, assume responsibility, and engage in risk taking, their individual professionalism will improve, fewer acts of unprofessional behaviour with then occur.
- The three Rs of responsibility, respect, and risk-taking help teachers to successfully handle with the challenging professionalism.

Lesson No. 34**(Topics 96, 97, 98)****Topic: 096****Professions in 21st Century****Introduction:****Recent pressures on the professions:**

- Through a creative inter discipline approach, it is examined that how the division of labor from the Marxist and social theory imagine the pressures on recent professions.
- The forces of capitalist competition simultaneously destroy and create communities.
- Which means that the purposes and characteristics of these communities are subject to economic and social change.
- Furthermore, the current manifestation of the process is that professional communities have moved from being in the shadow of hierarchies and markets to central stage in the professional work.
- As a result, the well-known shift from Gemeinschaft (collective) to gesellschaft (Individualistic), the modes of action in industrial societies is being reversed in professional work in 21st century. One manifestation of this reversal is the emergence of 'collective communities.

Role of Community, Market, and hierarchy as principle:

- The Community, Market, and hierarchy as principles have played a strategic role as coordinating for professional work through different operational mechanism.
- It is argued that:
 - i) The hierarchy principal relies on the authority mechanism.
 - ii) The market principal relies on the price competition mechanism.
 - iii) The community principal relies on the mechanism of trust, as regards the validity of the expert advice.
- It is the interplay between these principles and mechanism that generate different strength and differences within the professions.

Pros and cons of hierarchy principles and mechanisms:

- The principal provides control to professions and facilitates the circulation of codified knowledge among the members of these professions.
- But this control offers weak incentive to create new knowledge, and struggle to encourage professional to handle the form of tacit knowledge that is embedded in practice.

- This provides flexibility to professions because it generates strong incentive among professional to compete with each other by creating new knowledge.
- But the problem is that this new knowledge is created under strong controlled regimes that impede the optimal dissemination of new knowledge within intra-professional communities.
- It facilitates the circulation of new knowledge through peer control networks and publication channels.
- These Networks and channels may be insular and could restrain the circulation of the knowledge.
- Adler, Kwon, and Heckscher (2008) explained that these principles of market, hierarchy and community have always, and continue to, influence the development of the professions and professional knowledge.
- These principles can also help people to understand that how and why collaborative communities are emerging.

Facilitation, coordination and sharing of knowledge among different professions:

- The classic independent professions that is Accountants, doctor and lawyers tends to rely on collegial and network relations.
- The longstanding organizational professions that is salaried engineers, Technologists teachers and managers tend to rely on hierarchy and network relations.
- The professions that has been designated 'knowledge workers' and who operates as expert for hire that is project engineers, computer analysts and managerial Consultants.
- Rely on network of market relations to secure contracts to share their procedural and tacit knowledge.
- This differentiated pattern of development suggests that the debates about the dynamics affect the professions in 21st century.
- The development of community since 1980s, has been spearhead by professions increasingly using 'process management' as principal for organization of work this result in:
 - i) The emergence of 'managed professional business; where the professional provides services to clients
 - ii) The transformation of professional community from insular to collaborative; focus on knowledge management infrastructure to share knowledge inter and intra professionally.

The emergence and implication of collaborative professional communities:

The traits of collaborative communities can be summarized

1. Presupposes interdependent work process
2. Support horizontal coordination of interdependent work process
3. Characterized by Value rationality that is activities coordinated with shared goals.
4. Rely on interdependent expert contributes to shared goals.

Conclusion:

The effect of above trends has been to:

- Exert pressures on the professions to be more accountable for their services to both the public and their employers.
- Be more effective in generating and diffusing knowledge within a between professions.
- Pave the way for emergence of new collaborative conception of the professions and professional activity.

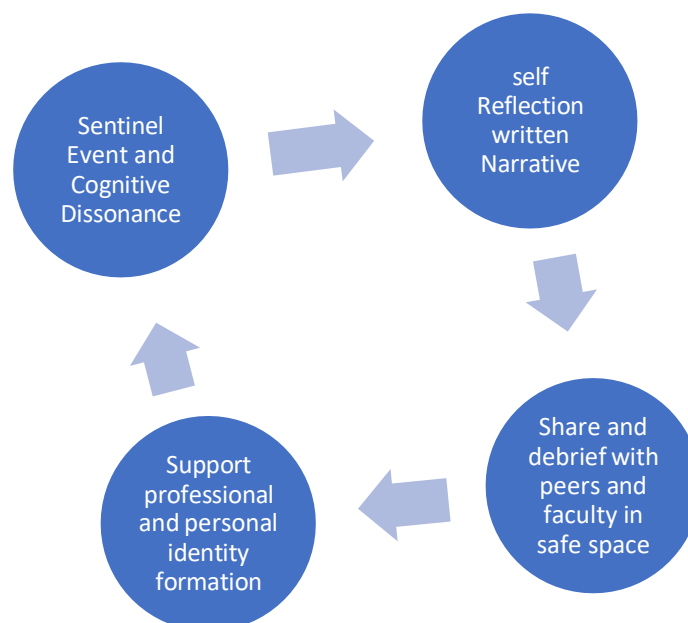
Topic: 097

Initial Professional Formation Knowledge, Learning and Practice

Introduction:

Professional Formation:

- Professional Formation allows teachers to describe how the standards are evidenced in their teaching practice, along with aspects of subject, teaching and learning, reflective practice and planning for continuing professional development.
- Professional formation is based on the Teacher's ability to meet the standard expected of a licensed practitioner.



- The time taken to complete professional formation should be determined by the individual circumstances of the teacher.
- For example, length of experience, full-time, part-time, fractional or sectional role and in-service training.
- The institute take a flexible, pragmatic approach to professional formation.

The professional formation account:

The account comprises two forms of evidence:

1. **Mandatory elements:** are drawn from typical sources and are common for all candidates and are determined through regulation or other requirements deemed by the sector to fit all teaching roles.
2. **Personalized elements** are individual reflection on professional elements and are determined by the institute, incorporating evidence from a variety of sources appropriate to the candidate.

Mandatory elements of professional formation

1. **Completion of an approved qualification** : (or equivalent: at a level appropriate to status: scanned certificates or direct notification from the awarding body.
2. **Numeracy and literacy skills** at or above level 2: scanned certificates, direct notification from the awarding body or other evidence such as numeracy or literacy skills within the teacher's subject area.
3. **Supporting testimony:**
 - The endorsement of the completed application by a person deemed to satisfy the Institute's criteria for supporting claims for professional formation.
 - A peer review of the complete application following the institute's template for supporting testimonies.
4. **Declaration of Suitability:**

A self-declaration of fitness to practice made against the Institute criteria's set out in the declaration of suitability statement:

 - A completed declaration of suitability statement.

Personalized elements of professional formation:

1. **Subject Currency:**
 - An account of candidate's expertise in their subject area include: or be a mix of:
 - A personal reflection on subject related skills or expertise.

- Peer observation from a suitable expert witness,
- Scanned copies of authenticated qualification in the subject area, etc.

2. Teaching and learning:

- An account of the candidate's ability to use effectively the skills and knowledge acquired to deliver their subject to a range of learners: include, or be a mix of,
- A personal reflection on teaching and learning.
- Peer or learner observation from a suitable expert witness,
- Observation of teaching and learning, microteaching etc

3. Self-Evaluation:

- An individual analysis of the candidate's learning needs and goals for the next 12 months: include, or be a mix of,
- A personal reflection on teaching practice using reflect (or other reflected method),
- Evidence of need analysis coming from appraisal or review, etc.

4. Professional development planning:

- A plan detailing the actions the candidate will take to address the needs and goals identified through self-assessment: include or be a mix of,
- A professional development plan within reflect (or other continuing professional development (CPD) planning and recording method),
- A scanned professional Development Plan reference to candidate's reflective journal or professional development log, etc.

5. Reflective practice:

- Reflection on the impact of professional development on the candidate's teaching practice, the benefit to learners and wider communities of practice: could include or be a mix of,
 - ✓ A personal reflection on the impact of CPD,
 - ✓ Peer review, learner observations,
 - ✓ Observation of teaching and learning, collaborative working, etc.

Topic: 098

Epistemic Practices and Object Relations in Professional Work

Introduction:

- The knowledge and the learning of professionals is generally at issue in today's society.
- Professionals knowledge and competencies is vital
- For professionals to accomplish their work and for maintaining public trust.
- Though, Securing and developing knowledge for professional practice is a complex challenge
- At the same time, and access to information and knowledge is richer than ever,
- Different aspects of knowledge offer different solution to academic problems.

Risk and Insecurity:

- Different aspect of knowledge is producing risk and insecurity as:
 - ✓ They constantly construct new social realities
 - ✓ And open new options for action
- So, it is the work of professionals to handle wider aspects of knowledge and ensure risk management

New opportunities and demands:

- Now a days, professionals are facing new opportunities as well as new demands
- That are influencing their condition for learning
- Dealing with wider aspects of knowledge:
 - ✓ Brings new knowledge objects to their work and
 - ✓ Calls for more epistemic mode of practice

Professional work and learning:

- Perspective of epistemic practices and object relation is useful for:
 - ✓ Conceptualizing professional work and learning and
 - ✓ Highlighting the nature of professional knowledge and modes of practice.

Epistemic Practices:

- It means practices based on validated knowledge
- Professionals are not only concerned with wider aspects of knowledge but
- They are also conscious in questioning its validity and testing its feasibility.
- And upgrading their mode of practices accordingly

Object Relations:

- For ensuring transparency of knowledge production process,
- Professionals are increasingly involved in:
 - ✓ Identifying, validating and safeguarding knowledge in local expert community, and

- ✓ Analyzing and documenting incident/activities that have occurred during work.

Core aspects of knowledge dynamics in professional work:

1. Professional explore Complex problems by approaching different knowledge resources
2. They highlight the social implication of knowledge and object relation
3. They develop linkage among knowledge objects, practices and institutional vision.

Baseline of epistemic practicing professional work:

1. Professional learning and ability to handle wider aspects of knowledge serve as a baseline to epistemic practices
2. As it motivates them to explore new strategies for resolving complex problems.
3. Participation in knowledge generation events enable them to deal scholarly with managerial issues.
 - ✓ Now, professionalism is no longer related full autonomy and
 - ✓ Authority in a field of expertise
 - ✓ But, it is ability to keep a space for open judgements and to be able to participate in active and critical ways
 - ✓ And for this participation professional are required
 - ✓ To be sufficiently embedded with wider aspects of knowledge

Lesson No. 35
(Topics 99,100,101)

Topic: 099

Conceptualizing knowledge dynamics

Introduction

In order to conceptualize knowledge dynamics it is essential to understand two main areas which are

1. Epistemic practices and
2. Epistemic object

Their detailed description is as follow

1. Epistemic practice perspective

- It core is to highlight how knowledge is:
 - ✓ Produce
 - ✓ Circulated

- ✓ Approached
- ✓ and distinct ways and different communities
- It also reveals the interrelated dynamics of knowledge practices and culture in contemporary society.
- Furthermore this perspective draws attention to the logic and arrangement through which knowledge is
 - ✓ generated
 - ✓ circulated
 - ✓ collectively recognised within other expert communities

2. Epistemic object

- Expert communities are typically object centered as they are oriented towards:
 - ✓ Exploring
 - ✓ Developing
 - ✓ Mobilizing knowledge objects
- These objects prove very helpful in describing complex combinations of material to solve educational problems.
- Epistemic objects are categorised by their
 - ✓ Question generating character
 - ✓ Lack of completeness of being
- They are defined at once by what they are and what they are not yet

Knowledge dynamic

- Epistemic object contribute to knowledge dynamics of expert communities.
- By ways of generating practices when they are approached.
- As they carry structuring principle of practice and also give direction for use.
- Engagement with episteme objects in different setting.
 - ✓ Opens for different epistemic practices
 - ✓ May generate different learning opportunities (Nerland & Jensen, 2010)

Social implication

- Epistemic practices and objects relations do also have social implications.
- Their mutual and symbolic expressions constitute problem areas around which communities from purposefully.
- For unresolved problems, they call for collective action and problem solving practices.
- As Epistemic practices and object relations allows for different aspect.

- Specific types of knowledge engagement and community formation
- So, in this way they serve to link local professional practices with extended knowledge world.

Status of professional communities

- Now a days professional communities are not restricted to their immediate sites of practice
- Rather, every community is part of complex web of people
- Activities and material structures(Mork et al., 2008)

Topic: 100

Globalization and reshaping of teacher professional culture

Concept of Globalization

- Globalization in the world sweeping arrangement based upon:
 - ✓ A creed of lower trade barriers
 - ✓ An end to exchange controls
 - ✓ Free movement of investment capital
 - ✓ The displacement of public sector capital by the private sector
- It is the integration of economic political and cultural system and trends.
- Across the world for economic growth prosperity and democratic freedom
- Globalisation in tales privatization and marketization of economic and political structure
- In which ability of the state to control all activities within its borders is becoming limited.

Implication of globalisation on culture

- The spread of education internationally, as a result of globalisation has clearly had effect on cultures world wide
- Globalisation on education brings Rapid development in technology and communication
- Development are foreseeing the changes within school system across the world
- Globalisation has a multidimensional impact on the system of education
- It has underlined the need for reforms in the educational system with particular reference to
 - ✓ wider utilisation of Information Technology
 - ✓ Access and equity in the provision of education
 - ✓ Financing and funding

- ✓ Professionalizing Teacher education etc.

Implication of globalisation on teacher education

- The Trends and characteristic of globalization perhaps demand
- For a total re-invention or repacking of the teaching profession.
- The teacher in the globalised environment must be prepared to:
 - ✓ to think globally and
 - ✓ act locally in matters relating to education
- Teacher education policies and practices should also be transformed
- In order to ensure that competent and efficient teachers are produced
- For professional development the focus of teachers training should not be confined
- It should depart from the traditional method of teacher educational program
- There is a need to ensure School based teacher professional preparation and development.
- The goal of global competitiveness demands that both the curriculum and teaching method must focus on developing generic and attitudinal skills such as critical thinking and problem-solving etc (Misra and Bajpai, 2011).
- This means preparing teacher for increasing diversity in the classroom giving the rise of migration/immigration.
- Ideas of good teaching, and what this means for teacher education, circulate with greater range and speed
- It happens as a consequence of the heightened collection of globalization.

Topic: 101

School reforms and transition in teacher's professionalism and identity

Introduction

- It is important to recognize that what has happened to education is one outcome for a larger debate
- Also, ideological depend on the cost and management of the public services in general.
- As school and teachers are facing challenges in applicability of the innovative ideas
- Teachers in most countries across the world are experiencing different interventions
- Government interventions in the form of
 - ✓ National curricula
 - ✓ National test
 - ✓ Criteria for measuring the quality of schools

- ✓ The publication of these on the Internet in order to raise standards and promote more parental choice
- Although School context continued to mediate the short-term effect of intensification of work
- The persisting effect is to eliminate teachers autonomy and challenge teachers
 - ✓ Individual
 - ✓ Collective
 - ✓ Professional
 - ✓ Personal Identities

Common reforms in schools

- Although reforms in schools are different in every country in their content, direction and pace, they have five common factors they are
 1. Are proposed because government believe that by intervening to change the conditions under which students learn
 2. Address implicit worries of comments concerning a perceived fragmentation of personal and social values in society.
 3. Challenges teachers existing practices, resulting in periods of at least temporary disruption.
 4. Result in an increase workload for teachers
 5. Do not always pay attention to teachers identities arguably central to:
 - ✓ Motivation Efficacy
 - ✓ Commitment
 - ✓ Job Satisfaction
 - ✓ Effectiveness

Discourses of professionalism

Professionalism has been the subject of many studies over the last century. Development of professionalism in passing through four historical ages in many countries.

1. Pre professionalism

Man-agerially demanding but technically simple in term of pedagogy

2. Autonomous professional

- marked by a challenge to the uniform view of pedagogy
- Teacher individualism in and

- Wide areas of discretionary decision taking

3. Collegial professional

- The building of strong collaborative culture alongside role expansion, diffusion and intensification

4. Post professional

- Where teachers struggle to control centralised curriculum testing regimes
- External surveillance, and economic importance of marketization

Forms of professional identity

Sachs (2003) identify two contrasting forms of professional identity

1. Entrepreneurial

It is identified with efficient responsible accountable teachers who demonstrate compliance to external import policy imperative

2. Activist

It is driven by belief in the importance of mobilizing teachers in the best interest of students learning and improving the conditions in which this can occur

Conclusion

There is a need of improving quality of the education provided to students in the face of increasing pressures and demands from a variety of stakeholders.

Teachers must be assisted in sustaining their enthusiasm for and identification with the work.

Lesson No. 36

(Topics 102, 103, 104)

Topic: 102

What knowledge skills and character qualities to successful teacher required?

Introduction

- The demands on student learning in 21st century have profound implications for teachers and teaching.
- In addition to continuously updating their knowledge of the subject teachers are expected to work with:
 - ✓ multicultural classes
 - ✓ integrate students with special needs
 - ✓ be “assessment literate”
 - ✓ work and plan in teams

- ✓ assume some leadership roles
- ✓ Provide professional advices to parents, among others task.
- This is important to explore what knowledge, skills and character attributes required for effective teaching including content and pedagogic knowledge, communication and organizational skills and self-efficacy and motivation.

Expectations from teachers

Society now expects teachers to

- deal effectively with students of different background
- be sensitive to culture and gender issues
- promote tolerance and social cohesion
- work with disadvantage and with students who have learning or behavioral problems
- use new technologies
- keep pace with rapidly developing fields of knowledge and approaches to students assessment
- keeping in view all of above demand, the successful teacher required certain type of knowledge, skills and characteristics related
 1. To Individual Students
 2. Multicultural Classroom
 3. School Level
 4. Community Level Demands

1. At the individual students level initiating and managing the learning process

- Teachers are expected to encourage students to take a more active role in their own learning
- This is considered a core responsibility of teachers to provide stimulating setting for learning and helping students to develop problem solving skills and to monitor and direct their own learning

Responding to the learning needs of individual learners

- Teacher expected to observe and Diagnostic and strengths and weaknesses and provide guidance to into visual learner and their parents including on students developmental needs.

Integrating formative and summative assessment

- Teachers need to be 'assessment literate' with regard to both summative and formative methods

- They need to be familiar with standardized assessment test,
- To be able to use test through results for diagnosis
- To be able to adapt curriculum and teaching in response to students achievement

2. **At the classroom level teaching is a multicultural classroom**

- As classes become more diverse with students from different cultural and religious background.
- Teacher are expected to foster social Cohesion and integration by using appropriate classroom management techniques and applying cultural knowledge about different group of students.

Emphasizing cross curricular studies

- Some School system have introduce courses in such areas as
 - ✓ Citizenship education
 - ✓ Covering community involvement
 - ✓ Social and moral responsibility

Which are either thought separately or integrated across the school curriculum.

Integrating student with special needs

- School system increasingly offering integrated education for students without disabilities and learning difficulties.
- Teachers are expected to develop their knowledge of special education, appropriate teaching and management process, and working with support personnel.

3. **At the school level working and planning in teams**

- Teacher are expected to collaborate and to work in teams with other teachers and staff member.
- They need social and management skills to corporate, set common goals and plan and monitor the attainment of goals set collaboratively.

Evaluating and planning for improvement

- Teachers are now required to use data gathered from self-evaluation or through testing and external evaluation to inform School development processes.
- This calls for new skill in data gathering and analysis, and in communicating the results to parents

Using Information Communication Technology ICT for teaching and administration

- Teachers are expected to integrate ICTs into the professional practice and to keep up to date with ICT development and application.

Projects between schools and International corporations

- It is becoming more common for school to collaborate on joint projects and to develop links with school in other countries
- These programs require teachers with leadership and organizational skills and the capacity to work and communicate effectively in the range of different settings.

Managing and sharing leadership

- In most countries decision-making, in school has become more decentralized in recent years especially with regard to the organization of instruction.
- An increase in the number and range of decisions taken at the school level has led to new managerial tasks for teachers
- Teachers are expected to participate in and positively contribute to school leadership.

4. At the level of water community for providing professional advice to parents

- School system increasingly emphasize the importance of close co-operation between school community and parents
- Consequently teacher need to be trained to know how and when to communicate effectively with parents and community members.

Building community participation for learning

- To gain additional support and offer broader learning experiences schools in some countries are expected to build partnership with community Institutions and member such a library Museum and employers.
- Teacher need to have skills to make and maintain the connections.

Conclusion

- Teacher needs to be ‘competent’ having specific skills, knowledge, attitude, and motivational variables.
- The ‘professional competence’ is demonstrated when mastery of situation is dependent on the application of knowledge, skills attitude and motivation to highly complex and demanding profession such as teaching.
- It follows from the conceptualization of professional competencies that the ability to solve work related problem requires having not only the cognitive abilities for developing effective Solutions (that is pedagogical knowledge), but also the right motivation and attitudes.

- Formal, measurable skills are necessary but not sufficient; they must be complemented by intangible quality that are difficult to quantify.

Topic 103**The teaching profession Changes, Challenges and Perspective****Changing role of teachers, a Paradigm shift**

- The old system was teachers and the new one is learner-centered
- It is evaluated from an input orientation towards and outcome orientation
- The focus goes towards the individual learning process curricular is based on more individual learning program.
- Work with new media: more learning material instead of traditional teaching materials.
- The assessment was mostly based on the counting of faults; we tend to a more positive feedback on achievement.
- The teachers who were mostly and instructor before becomes facilitator, support, guide, coach, mentor, tutor of the learning process of the student

Key challenges for teaching profession

1. provision is coordinated coherent and adequately resourced, responsive and quality assured
2. the level of qualification for entry has to be increased
3. attention for the knowledge and pedagogic skills
4. teacher as lifelong learners
5. culture of reflective practice and research
6. Professionalization status and recognition of the profession

Requirement for teaching profession

- First of all, there should be a partnership among parents and teacher
- School itself must become a learning organization
- New training for trainer
- Professionalization of school head
- Increase of the decision-making power at the school level

Expectation from teachers

Teacher should be able to

1. To identify the specific needs of each learner
2. Deploy a wide range of teaching strategies
3. Support autonomous lifelong Learners instead of making The Pupil rely on the teacher
4. Acquire key competence
5. Work in multi-cultural setting

6. Collaborate with colleagues' parents
7. Participate in school development
8. Use ICT

Prospective of teaching profession

Teaching profession should be

1. A Well-Qualified Profession
2. A Profession Based on Lifelong Learning
3. A Mobile Profession
4. A Profession Based on Partnerships

1. A well-qualified profession

- The teacher should be graduated at Higher Education level or equivalent
- Teacher education must be Research and evidence-based
- The teacher has to acquire knowledge of the subject and pedagogy.
- He needs skills to support and guide learners and to understand the social and cultural dimension of education

2. Profession based on lifelong learning

- There is need for a Continuum of teacher education with coherent and adequately resourced lifelong learning strategies.
- There has to be support for CPD and interdisciplinary and collaborative approaches to learning.
- Teacher education has to be evidence-based, with the attention for Innovation and research

3. A mobile profession

- Teacher mobility should be encouraged
- Teacher should have the opportunity to spend time working or studying in other school /organization /countries
- They must have a opportunity to study languages.
- There should be mobility between different levels of education, primary and secondary for instance.

4. A Profession based on partnership

- Teachers teach in communities, so there is a need for partnership with School, local workplaces and training providers.

- Teacher education partnership can combine practical skills and academic and find the Scientific basis.
- Teacher education must be based on knowledge of current practice and research.

Conclusion

- We need you teacher for a new learning process with new media, other educational institution than schools, learning in different environments. School won't be on the places where the learning process take place.

Topic: 104**Developing teachers: a review of early professional learning****Early Professional Learning (EPL)**

- Professional learning is an integral part of school and local educational agency, Strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards.
- It is clear that early professional development (EPL) for many years the underdeveloped part of career long teacher learning, need to move the Centre stage.
- A focus on early professional development must be prioritized if teachers are to move swiftly towards expertise.
- The Association for Science Education (ASE) in UK, drew up a Framework for continuing Professional Development which classifies seven areas of development.
- The seven areas for professional development matrix:
 1. Subject knowledge and understanding
 2. Pedagogical content knowledge
 3. Development of teaching and assessment skills
 4. Understanding teaching and learning
 5. The wider curriculum and other changes affecting teaching
 6. Management skills: managing people
 7. Management skills: managing yourself and your professional development
- This matrix also recognizes the classroom as a sight for learning and colleagues as a key player in supporting professional growth.

Strategies for EPL

The professional development matrix is used as a planning tool for

1. Identifying personal needs, and setting priorities for professional development
2. Working with experienced colleague, the teacher identifies and plans to carry out a number of small-scale classroom-based activities. Each activity is specially plan to address different element of the matrix.
3. The teacher, and supported by an experienced colleague considers the evidence from carrying out activities and analyses the teaching and learning taking place in her own classroom.

Training Models for EPL

1. Cascade or Generational Model

- A first generation of teacher is trained or educated in a particular topic or aspect of teaching to pass on to a second and third generation/tire of teacher trainers and go up to three or four generation tires.
- By the time the transmission of content and methodology is a considerable diluted and altered until it reaches to the teachers and actual classrooms.

2. Mentor Model

- This is a process by which a colleague who is a critical listener observer ask questions makes observations and offer suggestion that help to produce different decisions

3. Coaching is a learned skill and mentor themselves Need training

- The mentor model is derived from the apprentice model where the mentor is a master teacher to be emulated.

4. Reflective model

- This model builds on teacher's personal classroom experiences.
- Teacher show commitment to serve the interest of students by reflecting on their well-being.
- When teacher become reflective practitioner, they move beyond a knowledge base of discrete skill to a stage where they integrate and modify skills to fit specific contexts.
- They eventually moved to a stage where skills are internalized enabling them to invent new strategies.
- They therefore all of the necessary sense of self-sufficiency to create personal solution to problems.

5. Whole School Improvement (WSIP) or school-based model

- This 'whole School dimension' includes
 - ✓ staff development
 - ✓ School infrastructure
 - ✓ Emphasis on high expectations
 - ✓ Careful attention to consistency of teaching
 - ✓ Discussion of pedagogy
- It prevents the "culture of school" and mobilizes the local community as support.

- WSIP as a school-based management paradigm under the school improvement and school effectiveness discourse is driven by eclectic approaches to process.
- The outputs and outcomes are the two which input serve as a critical but secondary focus.

6. **Cluster Based Professional Model**

- This model works with a cluster of school in a specific geographical location served by a group of or a professional development or resource center.
- There are several examples of these in Pakistan specially in the Northern areas, and emergent in ones in NWFP, Balochistan, Sindh, Punjab, Northern Areas supported by GTZ, US AID/ESRA, UNICEF, DFID etc.

Conclusion

As yet there is no coherent framework that seamlessly supported teacher through a career long professional development, from novice to expert teacher, from classroom teacher to subject leader to school. If more teachers are to become outstanding teachers than we need to ensure that every teacher can take advantage of structured professional development from earliest stage in their career.

Lesson No. 37

(Topics 105, 106, 107, 108, 109, 110)

Topic 105

Teachers 'Pedagogical Knowledge and Teaching Profession

Introduction:

- Teaching is viewed as a knowledge-rich profession with teachers as 'learning specialists'.
- As professionals in their field, teachers can be expected to process and evaluate new knowledge relevant for their core professional practice and to regularly update their knowledge base.
- Several studies stress the importance of the knowledge teachers hold, highlighting that in addition to assimilating academic knowledge, student teachers also need to incorporate knowledge derived from experiential and practical experiences in the classroom.
- While teacher knowledge is certainly a component of teacher professionalism, professional competence involves more than just knowledge.
- Skills attitudes and motivational variables also contribute to the mastery of teaching and learning.
- Blomeke and Delany (2012) proposed a model that identifies cognitive abilities and affective-motivational characteristics.



Teacher's knowledge Base:

Conceptualizing teacher knowledge is a complex issue that involves understanding key underlying phenomena such as the:

- Process of teaching and learning
- Concept of knowledge
- Way teachers' knowledge is put into action in the classroom.

The Process of Teaching and Learning:

Several model exist that capture the complex process of teaching and learning. Some model see learning as a change in the learner's experience or knowledge. That results from a change in the learner's environment.

Some approaches consider the teaching-learning process only from the perspective of teaching. While others take into account the student's input to the process as well. The main components of the various models of teaching and learning are:

Input from the teacher and the environment	Input from the students
• Construction of knowledge in a particular subject • Taking place in a social learning environment • Continuous monitoring and assessment of learning • Opportunity to learn (incentive and time allocated for learning) • Quality and levels of instruction	• General ability and aptitude • Prior knowledge • Motivation to learn

Based on Carrol (1963) and Slavin (1984)

The latest models indicate that student factors are part of, and interdependent with the teaching-learning process. These models imply that a teacher's knowledge goes beyond mere knowledge of content and classroom management and should also include knowledge of learners and learning.

Concept of Knowledge:

The pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. It has been divided into two categories:

- General pedagogical knowledge

➤ **Pedagogical content knowledge**

General pedagogical knowledge:

It includes principles and strategies of classroom management and organization that are cross-curricular.

Pedagogical content knowledge:

It is the knowledge which integrates the content knowledge of a specific subject and the pedagogical knowledge for teaching that particular subject.

Ways the Teachers' Knowledge Work in the Classroom:

Investigating the knowledge of teachers as 'learning specialists' involves understanding how this knowledge functions in the teaching-learning process; more specifically, how teachers apply their knowledge in making decisions.

A set of research studies conceptualizes the teaching profession as a clinical practice profession'. Some argues that decision-making is actually a basic teaching skill while processing cognitively complex information about the student. In order to decide alternatives for increasing their understanding.

Topic 106

Promoting Student Engagement in Learning: Putting Scholarly Theory into Practice

Introduction:

As students are the key agents of their own academic success so there is need to offer practical examples of how teachers embed this core concept into their practices. University practitioners examples reflected that for promoting student engagement in learning three types of initiatives may be taken:

1. Making learning happen in large groups
2. Engaging students via small group teaching
3. Designing for learning in diverse contexts

1. Making Learning Happen in Large Groups:

It often means finding pragmatic solutions to some of the issues we face in everyday life. Students in large groups often arrive embracing some unhelpful models of teaching and learning, which they may need help to reconfigure. So, it is important to identify that how might teachers go about making large group teaching a productive and hopefully enjoyable and enriching experience for every one concerned. Research and educationist suggest following strategies:

i. Variation in approaches to learning and teaching in large classes:

Two major approaches are teacher-focused and student-focused approach. Teachers are expected to encourage students to think critically, creatively and deeply by using student-focused models in large classes.

ii. Activating learning in the first year:

Fostering active learning in the first year can usefully help to disturb many of the deeply en-grained assumptions (Kift,2009). that university lecture halls are simply about students listening and taking notes.

iii. Helping students to expand their view of knowledge:

Many of the difficulties students encounter in adapting their study behaviors are influenced by students' beliefs about knowledge. So, it's important to help students to recognize and learn to deal with uncertainty and relativism.

iv. Introducing active learning strategies into 'One-Off' sessions with large groups:

Lang (2016) suggests that sometimes small, practical changes can have a big impact on students' approaches to learning. Effective learners tend to engage in an ongoing process of reflection (Boud et al. 2013).

v. Embracing and using diversity in the classroom:

Teaching approaches which involve students in documenting and sharing their prior experiences can be culturally enriching as well as enabling everyone to participate and be recognized as bringing value to the learning environment.

vi. Using appropriate technologies to foster engagement in class:

By using technology, student may be engaged in such activities which can develop students' concept, skills and thinking.

vii. Managing expectations and sharing responsibilities:

It's important that students feel that the active learning techniques are being practiced purposefully for their benefit.

viii. Helping students get feedback in large groups:

One of the most important ways to help students is to find out much more about what they don't know and what they can't yet do. There is need of helping students to raise these things to consciousness needs, so that they have chance to do something about them.

ix. Using online learning to enhance engagement:

These activities encourage students to engage deeply with material through directed activity. Such approaches need careful design, support and management by teacher. Accordingly, the teacher's role often becomes more about carefully mediating online interactions.

2. Engaging students via Small Group Teaching:

Many disciplines aim to offer their students formal opportunities to work in groups which are smaller than the whole cohort. Students routinely spend a lot of their time in studios, workshops, laboratories and in the fieldwork. For engaging students via small group teaching various strategies may be used such as:

i. High-intensity student interaction in seminars:

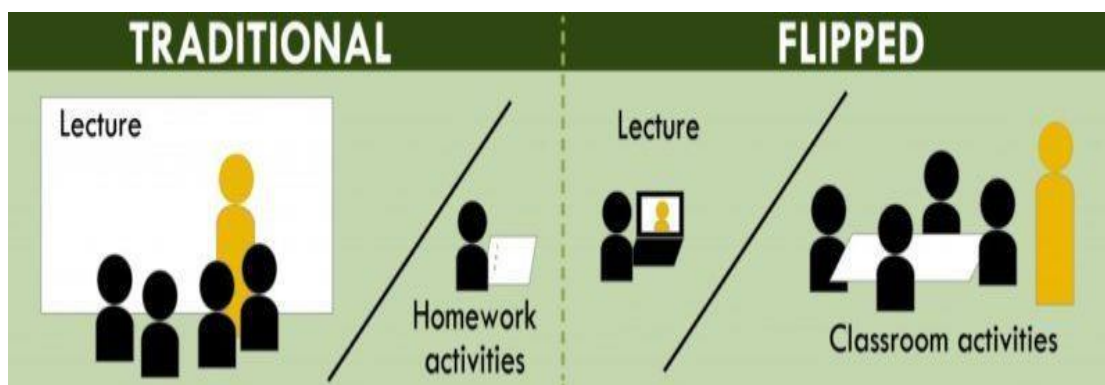
Seminars involve student engagement in discussion and relatively small groups might offer a general rule of thumb.

ii. Learning by doing in seminars:

Seminar activity can be a productive part of problem based learning strategies where students work in teams, facilitated by tutors in groups to solve problems.

iii. Flipping classrooms:

Flipped classrooms rely to a high degree on students doing considerable preparatory work before they come to class. These classrooms are often perceived to be more engaging for students, as they shift attention to problem-solving and higher level learning outcomes.



3. Designing for learning in diverse contexts:

Students engagement in large and small groups is considered micro level of individual sessions. It's important to think about this at the level of the academic program, with an eye on the bigger picture and the overall student experience.

In essence this means thinking about overarching design issues and working automatically to ensure constructive alignment of planning, teaching, assessment and evaluation (Biggs and Tang 2011)

Rethinking the Curriculum:

There is need to revisit curriculum development process as this process is not just concerned about what is to be learned (the content), but also:

- Why it matters (philosophy)
- How it will be learned (process)
- When it will be learned (structure)
- How the learning will be demonstrated (assessment)

Ways of Thinking about Curriculum:

Parkin (2017) has developed a useful model of curriculum design leading to what the terms the 'fully engaged curriculum' designed to fully engage the whole learner and with its four equal learning domains fully engaging with one another.

Learning by Design in Studios:

Dialogic approaches necessitate interaction and discussion between students, their teachers and their peers. In there context students typically work individually, in pairs or in groups, in close proximity to each other on practical tasks, in subjects like architecture its impact is so powerful.

Integrating High-impact Practices to Engage Student:

Another key aim to consider when designing active curricula is the development and integration into our programs of the high-impact practices (Kuh 2008).

High impact practices are particularly useful ways to enhance the first-year experience and can helpfully be built into the official curriculum.

Topic 107**Learning and Working Together: Students as Peers and Partners****Introduction:**

A social perspective on how students learn is often associated with the work of the developmental psychologist Vygotsky (1980), or is frequently rooted in work on communities of practice. However, the fundamental principles is that learning takes place in social and collaborative settings. From such view points, participation within a social group is not just an option for learning to occur, it is regarded as indispensable.

The role of peers has an important part to play in this. Indeed, “the student’s peer group is the single most potent source of influence on growth and development”. positive influences of involvement with peers in higher education can be traced to a host of different areas including:

- Student’s transition to university
- Social and emotional development
- Leadership and career skills development
- Satisfaction with university
- Learning and academic performance
- Persistence and retention

The Role of informal learning:

Students can and do learn from and with each other in a whole range of informal ways. Learning from each other is an entirely natural state of affairs. This kind of informal learning doesn’t therefore, depend on teachers and formal structure.

Instead, it is serendipitous and relies on engaging in conversation and interactions which meet our needs in a timely and convenient manner. After all, it is the way that we tend to go about learning things easily in our everyday lives.

Role of Teachers in Fostering and Promoting peer Learning:

If teachers make moves in the direction of facilitating and promoting opportunities for peer learning to occur, the impact on students is likely to be high. It is equally important to proactively create opportunities where by all students can benefit from learning informally alongside their peers (Bamber and Tett 2000).

Models for Designing Peer Learning into the Student Experience:

- **Collaborative Learning:**

It involves learning and teaching strategies where students learn from each other in activities, which take place without the direct mediating influence of a professional teacher.

- **Conversational Model of Learning:**

These models place emphasis on the process of negotiating views about the subject matter, which help to modify the learner's perceptions. Learning to think involves thinking and communicating that thinking through discussing, writing or doing something.

- **Cooperative learning:**

It is highly structured, systematic pedagogic strategy that entails more than simply putting students into groups to learn.

- **Peer Tutoring:**

In these kinds of approaches, arrangements are made for students explicitly to take on clearly identifies pedagogically oriented roles.

- **Communities of Practice:**

The notion of 'communities of practice' was developed to represent this mutual sense of being engaged in doing things together. In these practices, collaboration are viewed as valuable and where something useful is produced.

- **Learning Communities:**

The principle of creating ample opportunities for students to immerse themselves in communities, which enable them to learn socially, then is well established. Academics can make specific arrangements which promote them actively.

- **Peer-Assisted learning:**

Peer-assisted or peer-lead learning schemes are evolving and increasing across disciplines and higher education institutions internationally (Ody & Carey, 2013).

These schemes involve more experienced students leading supporting the learning of comparatively inexperienced learners.

- **Students as Partners (SaP):**

These approaches include students and staff as active collaborations in initiatives. Where those involved have co-responsibility for the:

- Development
- Practice
- Analysis
- Affirmation
- Revision of practices related to learning and teaching

Learning and Working Together in Practice:

In order to understand that how colleagues in different situations have sought to develop effective practices to promote the principles of learning and working together productively, there are four main strategies:

1. Making learning happen by promoting interaction and participation with their peers.
2. Learning by working together in groups and teams.
3. Providing peer support and peer education.
4. Learning together by participating in activities beyond the program.

In first two strategies, the emphasis is on the diverse ways the university practitioners have found to put important principles and ideas into practice in every day teaching.

The third and fourth strategy focus on peer education and activities which extend beyond the official curriculum.

Topic 108

Quality Leaders: Strategies for Guiding Beginning Teachers through Stages of Reflective Practice

Introduction:

Over the years, educational researchers have investigated various strategies to improve student learning. However, recent research suggested that the ability of the individual teacher to implement such techniques and strategies is one of the most important elements (Darling-Hammond, 2006).

Further, novice teachers need at least a few years of tangible classroom teaching experience to reach their capacity to be effective classroom teachers. In this regard, educational leaders are encouraged to design activities that stimulate reflective practice in novice teachers.

Quality leaders can improve beginning teacher success and retention if they understand how to nurture reflectivity. Reflectivity is an active process that is based on and influenced by experience.

In an effort to clarify the concept of reflectivity, researchers have identified it as stages of reflectivity. The categorizing of reflectivity aids in establishing benchmarks and expectations that in turn implies that reflectivity is a developmental process (Pultorak, 1996).

Stages of Reflection:

Van Manen (1977) suggests that reflection occurs at four stages:

1. Reflective Person
2. Technical Rationality
3. Practical Action
4. Critical Reflection

1. Reflective Person:

Activities that stimulate self-examination and/or situation examination are considered reflective. As long as they are purposeful:

“Reflection must have a substantive basis”

(Roth,1989)

When “self” is the focus of reflective activity, the goal may be greater self-awareness, understanding or it may lead to action designed to reinforce self-concept. Effective methods to promote self reflection are:

- Self-regulated learning (SRL)
- Descriptive reflection
- Dialogic reflection
- Critical reflection

2. Technical Rationality:

Beginning teachers are strive to grasp the role that instruction plays on student learning. Activities that are most related to stage 2 include:

- Diaries and journals
- Action research
- Reflective essays
- Case and ethnographic studies
- Micro-teaching and supervised practice
- Structured curriculum tasks
- Oral interviews
- Journal keeping
- Narrative
- Biographies

3. Practical Action:

The type of reflectivity that occurs during stage 3 delves into deeper levels of understanding about what it means to be a teacher and is concerned with how instructions impacts the world of individuals. Activities that stimulate practical action are:

- Teaching journal
- Questioning
- Comparing and contrasting
- Tolerating ambiguity
- Analyzing and evaluating
- As well as the use of case study and simulation

4. Critical Reflection:

Stage 4 is based on the capacity and potential actions that consider moral and ethical criteria in evaluating schooling in a broad sense. This is perhaps one of the more difficult stages for novices to attain. Strategies to stimulate stage 4 reflection include:

- Race reflective journaling
- Questions that probe teachers' moral and ethical stances
- Questions that challenge the status quo stimulate critical reflection
- Shared journal writing and discussions leading to group reflection
- Analytical understanding instead of technical proficiency

Role of Educational Leaders:

A reflective culture provides the foundation for teacher thinking to be confirmed, or modified to new levels of understanding. Educational leaders are in a unique position to stimulate and support reflectivity in beginning teachers. They can utilize various strategies for it, such as:

- Focus on providing organized and effective induction process
- Understand and utilize portfolio development
- Selection of individuals to serve as mentors
- Mentoring may serve as a catalyst for their examination of their beliefs about teaching
- Leaders should know the individuals selected to serve in mentoring

Topic 109**Teachers' Challenge and Professional Development in Different Stages****Introduction:**

The word of professional traditionally includes:

- Specialized knowledge
- Commitment
- Collective identity
- Professional standards
- Professional autonomy

(Day, 1999)

Teaching is a profession in a sense that it is a kind of social work demanding preparation and professional development. Moreover, she adds that it has its own standards and assessment of the activities and provides a well-structured career (Sellars, 2014).

Researchers of teacher careers describe the teaching job as a profession with different development stages based on the system of European commission (2010). There are three main stages of teachers' professional development.

Different Stages of Teachers' Professional Development:

- **Pre-service Stage:**

The first step in the preparation of teachers during initial teacher education is called the pre-service stage. Where those who want to become a teacher master the basic knowledge and skills. (European Commission, 2010)

- **New Teacher Stage:**

The second stage is the so called new teacher stage: "the first independent step as teacher, the first years of confrontation with the reality of being a teacher in school."

- **Experienced Teacher Stage:**

The third step is the "phase of the continuing professional development".

The Main challenges of Student Teacher:

The challenges that prospective teacher are about to face can be divided into three groups.

1. Learning like a student, teaching like a teacher.
2. The multidimensional classroom and teacher orientation perspective.
3. Knowledge transfer

1. Learning like a student, teaching like a teacher:

Student teachers have a relatively intermediate role as they are between the stage of a student and of a teacher. They feel and learn like a student but they have to act as a teacher. They are constantly observed by peers, associate teachers and students.

2. The multidimensional classroom and teacher orientation perspective:

Even if pre-service teachers have more than a decade of classroom experience as being a student, this student view does not let them see the classroom teaching process and the teacher's task as a complex one.

3. Knowledge transfer:

In most forms of professional preparation, there exists a continuing tension between the realities of current practice and the ideal of desired reforms. Several experts claimed that teacher candidates have difficulties in connecting theory and classroom practice due to the missing element of knowledge transfer.

The Main challenges of New Teacher:

The early stage of teaching career is a mixed state of enthusiasm and concern, "survival and discovery". That's why it is worth taking a look at beginner teachers' main concern and challenges.

1. Creating own identity and the socialization process:

The development of professional identity is a dynamically changing process, influenced by personal identity, job features and work experiences.

2. Perceptions of classroom events and discipline:

Classroom management and discipline are the leading difficulties novice teachers have to face. New teachers have much more need of development in student discipline and classroom management than their experienced colleagues (OECD, 2011).

3. Workload:

Demanding workload (even if the main part of the task is unexpected for a novice) was also considered as one of the key setback components of the job satisfaction among beginners.

The Main challenges of Experienced Teachers:

Experienced teachers have more years of working experience and they have a significant level of self-regulatory, content knowledge and problem solving skills. They possess more sensitive cognition along with a more analytical and interpretive perception of particular situations. They face several challenges in their career:

1. Functional Fixedness:

When teachers get a considerable amount of teaching experience, they acquire and form more and more schematic thinking as well. Their thinking and behavior also become more routine directed in certain parts of the teaching process.

2. Continuous Professional Development (CPD):

It is a process that comes from the expectation of the profession and the society. Teachers' life-cycle includes more challenges such as professional identity crisis or career frustration. One of the experienced teachers' main challenges is how to keep fresh and ready for the changes.

The Contribution of the Problem Solving Program:

“As professionals, teachers are expected to act as researchers and problem solvers, reflecting on their own practice and assuming greater responsibility for their own professional development.”

(OECD, 2055:99)

Topic 110**Developing a Strong Sense of Professionalism of a Teacher****Introduction:**

Every teacher must develop the characteristics of a professional and model professionalism every day. In fact, among the standards of the National Council for Accreditation of Teacher Education (NCATE) is a requirement that teacher candidates demonstrate specific dispositions of professionals (NCATE, 2001)

Bridges (2001) advised that, aside from academic qualifications, professional teacher must “act in an ethical manner, based on an explicit or implicit code of conduct”. Kramer (2003) categorized most critical elements of professionalism into three main categories, which are:

1. Attitude
2. Behavior

3. Communication

It has been expected that addressing these areas can help any teacher to develop a stronger sense of professionalism.

Attitude:

Attitude is everything! A positive attitude is an essential components of professionalism (Hurst & Reding 2000). Teachers cannot let their personal lives interfere with their professional attitude. Even when having a bad day, a teacher still needs to maintain a positive attitude and not take out a bad mood on the students.

Similarly, a teacher shouldn't let negative feelings spill over to the students. Teachers are expected to adopt an attitude of assertiveness. When teacher sees that something is not working well, he or she needs to take action and seek solutions. Risk taking is another element of a professional attitude . An attitude of confidence is another key component of professionalism. Lack of confidence can lead to social errors and unprofessional behavior. An attitude of initiative is also an important element. Lastly, effective teachers need to commit themselves to being lifelong learners.

Behavior:

Numerous behaviors are associated with professionalism. Preparedness, one behavior associated with professionalism is an important focus in the current standards movement. The NCATE standards require that “the teacher candidate knows the subject matter and can teach it effectively so students can learn”.

Teachers need to be prepared to teach the content of their lessons and to be prepared with proper materials and resources. Punctuality is another critical behavior associated with professionalism. Teachers expected to be role models for their students, must carefully examine. How their behavior might make an impression on others.

Teachers are encouraged to err on the side of formality, rather than to dress in casual or contemporary fashion. Hurst and Reding (2000, 13) advised, “A teacher should look like the teacher, not one of the students”. Teachers must not respond to inappropriate questions and ones that are too personal.

Respect as well as courtesy are also considered as key components of professionalism as a professional treats everyone with dignity. Teachers are encouraged through the practices of research, reflection and sharing with others to help bring about needed changes.

1. Communication:

Numerous facets of communication impact professionalism. Among these are:

- Collaboration
- Cooperation
- Support and encouragement
- Participation in learning communities
- As well as basic modeling of proper language usage.

The NBPTS identifies collaboration as one of the core propositions of accomplished teaching (Helms 2001). Hurst and Reding (2000) stated, “Building good, strong relationships is part of being a professional”.

As professionals, teachers are expected to support and encourage their colleagues. Hurst and Reding (2000) counseled, “Educating yourself as to the proper use of the English language is imperative”. A professional should sound like an educated person, always using proper speech and grammar.

Professionalism is a process more than an outcome – a way of encountering new students and new classroom problems and of finding meaning and to them as you grow. It is not a “thing” acquired or worn like a piece of clothing; at no time will you have become professional once and for all.

Lesson No. 38

(Topics 111, 112, 113, 114, 115, 116)

Topic 111**Teachers' Professionalism Scales****Introduction:**

There are variety of indicators to gain information about the level of teacher professionalism in the same scenario, on the basis of teaching and learning international survey (2013). OECD (2016) has put forwarded the idea of using three basic scales to assess the level of teacher professionalism. These three basic scales of teacher professionalism are:

1. Knowledge base scale
2. Autonomy scale
3. Peer network scale

Detailed description of these scales has been discussed in upcoming slides.

1. Knowledge Base Scale:

This scale contains the elements related to knowledge and skills which a teacher must acquire in order to teach effectively. This scale describes that in order to become professional; teachers are expected to:

- Participate in formal as well as informal programs of teacher education.
- Expose subject specific content that is being used during various teacher education programs.
- Expose various innovative pedagogical techniques that are being practiced during various teacher education programs.
- Practice their theoretical knowledge during teacher education programs.
- Participate in individual as well as collaborative research practices.
- Gain financial support from the administrators of their respective institution and funding agencies.
- Get time release from working hours for participating in activities/programs of professional development.

- Receive **salary supplement** outside working hours for getting involved in professional development workshops/programs.
- Take **non-monetary support** outside from working hours to participate in professional development programs.
- Ensure **active participation in** professional development activities that take place within their range.

2. **Autonomy Scale:**

This scale describes the level of decision making skills which a teacher must possess to ensure the effectiveness of teaching process. This domain declares that teachers must have autonomy over:

- Content that they have to teach
- Offerings of various courses
- Practices related to discipline
- Ways of assessment
- Learning material

3. **Peer Network Scale:**

This scale put forward the idea that a teachers must have access to networks of peers and experts so that, they can exchange their expertise and information with them with the aim of ensuring their continuous professional development. This domain except from teachers to:

- Participate in **formal education** programs
- Mentor **ongoing programs** of various schools
- Ensure active participation in **teachers' networks**
- Invite teachers for **observing** their instructional practices
- Develop **personalized** program for continuous professional development
- Participate in **online as well as face to face** teachers' networks

Conclusion:

In order to upgrade the status of teachers' professional development programs, it is incumbent to evaluate the level of teachers' professionalism on regular basis and for getting accurate information about this level idea of using three basic scales (knowledge, autonomy, peer networks) may be practiced positively.

Topic 112**Future Challenges to Professionalism****Introduction:**

There are some key challenges currently facing by teachers professionalism including:

- Marketization
- Training requirements
- Net technology
- The ever changing configuration of various professional organizations

1. Teachers and Marketization:

- In the context of marketization, measuring performance (of institutions, students, teachers and researchers) becomes crucially important.
- The publication of data on performance (in the form of league tables, for example) is now common place in all sectors of education.



- Within the discipline of the market, power is shifted away from teachers in other way.
- More centralized methods of recruitment may be adopted by the institution and teachers may have little involvement in decisions about whom they are to teach.
- A fee-paying student is likely to demand more of teachers, and the more the student pays, the more the students pays, the more attractive they are likely to be to the institution.

- With the advent of the student (as customer or buyer) the power balance has shifted and believe that staff now relate differently to those they teach.
- There is a contrast between the ‘professional paradigm’ and the ‘Managerialist paradigm’ and most of teachers’ values directly opposed to the values of the market place.
- Teachers are much more accustomed to working to externally imposed requirements.

2. Teachers and training:

- A lack of subject-specific pedagogy in training programs was identified as a key concern.
- It is expected that mentors will facilitate the trainee’s pedagogical development and understanding within the workplace and context of the appropriate discipline.
- Enabling teachers to engage with aspects of teaching and learning that are specific to their disciplines will enrich their development.
- In some respects, teachers in further and higher education do need to know and understand similar things, but in other ways pedagogical development needs to reflect the disciplinary context.
- The provision of opportunities to acquire subject-specific pedagogy in addition to more generic understandings of the nature of teaching and learning.
- If during the training generic skills are more focused; it will less encourage the teachers to draw on their disciplinary understandings and will be more impoverished.
- A debate is needed, therefore across the diverse communities of teacher education, about the nature and role of subject-specific and generic pedagogy in the post-compulsory context.

3. Teachers and New Technology:

Over the last few decades, we have heard much about the potential of information and computer technology (ICT) to transform and enhance learning. The new technology is considered as a way of improving workforce skills, enhancing social inclusion and achieving the key aims of lifelong learning.



The use of ICT offer various forms and patterns of communication within institutions, with e-mail now widely available to both students and their teachers. It offers a way to teach large groups more effectively, using online lectures and online assessments that are marked by computer.

Most distance and virtual learning programs offer in higher education now make provision for 'chat-rooms' and online 'discussion' groups for students but there is little evidence available about the effectiveness or popularity of such strategies. There is also growing interest in the use of interactive whiteboards in some post-school classrooms which may increase students' motivation to learn.

More broadly, however, ICT raises a number of issues for post-school teachers as a professional group. The advent of the internet means that expertise of all kinds is more readily and widely shared and many professional groups (not just teachers) may now, in some subtle ways, be differently positioned within society as a whole. Some writers have suggested that the development of e-learning seriously undermines the teacher's autonomy and devalues their expertise.

4. Organizing (and re-organizing) ourselves:

There is a broad distinction between those organizations that have been set up by teachers themselves and those that have come about through official recommendation or external intervention. Organizations instigated and led by teachers themselves have tended to greater stability. The clearest examples of profession-led organizations are the trade unions.

Against these concerns, and in the context of the shifting boundaries, the teachers will need to decide between greater consolidation and the continued fragmentation of their interests. As well as their unions, teachers belong to some subject associations. These associations focus on the development of subject knowledge and typically promote the interests of these specialist communities through conferences and journals.



Teachers from specific professions may be required to belong to professional associations of their own. Membership of these organizations may constitute in effect, a license to continue to practice in those fields. Even the more genuinely profession-led and independent organizations, like the unions themselves, have not managed consistently to act with coherence of purpose or a strong sense of unity, in pursuit of the teachers' interests. Many teachers will continue to see themselves not as teachers so much as something else and it would take a major shift in self-perceptions to change that.

Topic 113

Licensing and Certification

Licensing:

“The granting of a license, especially to carry out a trade or profession”

(Oxford Dictionary)

It is mandatory process by which a government agency grants time limited permission to an individual to engage in a given occupation after verifying that he or she has met predetermined and standardized criteria.

Teaching License

Alternatively known as a:

- Teaching certification
- Qualification
- Credential

Certification:

A voluntary process by which a person or organization acquires a document serving as evidence, written testimony of status, qualifications, privileges or the truth of something. It does not expire.

Importance of Licensing and Certification:

These are important as they:

- Raise teacher's quality
- Ensure licensee's minimal degree of competency necessary to enter profession
- Cover a broad area of knowledge and skills at the entry level
- Serve as a guarantee of an individual's commitment to the profession
- Are maintained through continuous education retesting

Teacher Certification and Licensing in Pakistan:

- **National Education Policy 2009**
 - Focus on quality education through quality teaching and administration
 - Enhancing quality of teaching through training
 - Two key strategies
 - Teachers' licensing
 - National Professional Standards for Teachers (NPST)

The Rational Behind the Policy Initiative:

- To formulate a system that rewards excellent practice and innovation
- Attract high achievers to the profession
- To sustain motivated teachers
- The National Professional Standards for Teachers (NPST)
- National Accreditation Council for Teacher Education (NACTE)
- Quality assurance wants direction, leadership and certain method

The process of licensing and certification is underway in the provinces of Pakistan but it seems a time taking project

Topic 114**The Future of Teacher Education: Challenges and Opportunities****Key Challenges of Teacher Education Programs:**

Current teacher education programs are unable to develop desired confidence and capacities among teachers to:

- Meet pupils' learning needs
- Manage classrooms effectively
- Ensure collaboration with other school-based staff
- Train teachers as researchers

Political Questioning:

Teacher education has become a political issue worldwide therefore, political questioning of the necessity of teacher education has also become one of the most fundamental challenges in that field. Part of this ideological attack was a reaction to the culture wars of the second half of the twentieth century, where working class academics were developing an increasingly successful attack upon the primacy of elite culture.

Goals of Teacher Education:

The main goals of various societies are:

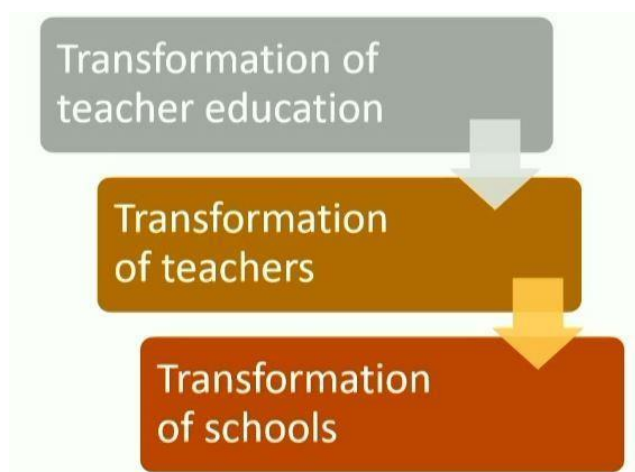
- Raising students achievement across the board
- Remedying inequalities in educational achievement

These goals are driven by two overwhelming political concerns:

1. Emergence of economic competition on a truly global basis
2. Fear of increasingly serious internal disaffection among marginalized groups in divided societies

Transformation of Schools:

The political argument reflected that only a significant transformation of schools and schooling can solve these problems and this transformation is hierarchical process:



Desired Global Economy:

From a policy point of view a consensus is emerging among policy makers. Encouraged by official organizations such as the OECD and the World Bank, regarding:

- What kind of global economy is desirable
- What education is for in relation to such an economy
- How such an education should be organized

This consensus defines education as an instrumental agency charged with the production of individuals capable of:

- Technological innovation
- Entrepreneurial dominance of crucial economic sectors

The mechanisms employed to this end are the standardization and concentration of curriculum, combined with a system of assessment and competition at;

- Individual
- Class
- School
- District
- State levels

Issues of Teacher Education Programs:

The quality of existing programs of teacher education has centered around the issue of:

- Discipline knowledge versus Pedagogical knowledge
- Theoretical versus Apprenticeship models into teaching

Further regulation through standardized testing of teachers' imposition of standardized texts based upon evidence based research.

Need and Importance of Transitions:

The initial transitions into teaching are crucial to the successful adoption of teaching as a career and implementation of successful pedagogical and professional strategies.

Use of ICT in Pedagogy:

Adoption of information communication technology in the pedagogy can serve as means of producing specific skills or of reducing cost and the integration of ICT demands complex understanding of the way in which ICT can be employed to enhance the effectiveness of instructional process.

Conclusions:

Such changes in the context of teacher education can be expected to have significant effects on the preparation of teachers. Teacher education program requires sufficient autonomy to develop its own effective practice, which is cognizant of the demands of both economy and society of system and culture.

Topic 115

Emerging Trends/Issues for the Teaching Profession

Introduction:

Teachers are key actors in creating context for learning and growth and help to establish effective learning environments. Emerging trends require new forms of educational provision that recognize the essential role, which teachers play in transforming classrooms and to support students in their endeavor.

1. Preparing students for their future:

In future, education will be a key differentiator for how the next decades will play out for individuals, nations and the planet. Therefore, teachers are expected to get involve in reflective practices for taking critical stance when deciding, choosing and acting, learning content.

2. Making Educational change happen:

To transform schooling at large scale, it is important to establish not only a clear vision of what is possible, but also smart strategies need to be established that help make

educational change happen. As teachers have to implement these strategies, that's why offering ample professional development programs are vital.

3. Implementation of reforms:

The implementation of reforms is often impossible without the co-operation of education staff. Teachers are generally viewed positively by the public, even when there is great frustration with education systems. Teachers often also command greater public trust so any assistance to reform on their part is likely to be effective.

Four Trends in Professional Development:

1. The rise of online training and MOOCs

Massive Open Online Courses have many benefits for teachers who want to build on their capabilities. They are low cost (and in some cases free), courses are generally 20 hours in length and teachers can work at their own pace.



2. Growth area: Mental health and wellbeing training for teachers

Storm and stress of teaching through a pandemic are going to have big ramifications for both teachers and students. It is expected that teachers will need evidence-based training to identify the early signs of mental health issues in their students and to look after themselves as well.

3. A fresh idea: A return on investment perspective

Now a days, professional development is viewed as an investment. School can contribute time and funding for teachers to undertake PD and in return schools may anticipate that teachers can take on additional responsibilities in their role.

4. Emerging trend: Personalized training

Adults' learners bring the richness of their life experience and will apply this to new professional learning activities. Personalized, professional development takes this into account and weaves opportunities for this throughout the design phase.

Conclusion:

To encourage teachers' growth policy needs to shift towards inspiring and enabling innovation, identifying and sharing best practice. Teaching profession need to be provides a platform, where governments, teachers' unions and professional bodies can redefine the role of teachers. That can help teachers grow in their careers and meet the needs of 21st century students.

Topic 116

Helping Teachers to Acquire and Develop Professional Competences throughout their Careers

Introduction:

Every society needs to have a shared understanding about what it means by 'quality' and 'competence' in teaching. These are political and moral issues, whose key relevance for a social profession underpinned by multiple views on aims.

“Knowledge bases for practice calls for consensus and intellectual rigor in professional preparation”

(Cochran-Smith, 2006; Hansen, 2008; Sockett, 2008)

For teacher education systems to enable all teachers to acquire and develop the competences they need, three key system components are needed:

1. Stimulating teachers' active engagement in career-long learning and competence development
2. Assessing the development of teachers' competences
3. Providing coherent, career-long appropriate and relevant learning opportunities

Stimulating Teachers' Engagement in Professional Learning and Competence Development

It is possible to stimulate teachers to engage positively in developing their competences through a competence development plan that might:

- Be based upon a clear model of teacher competence with sound theoretical underpinnings
- Promote teachers' self-reflection
- Respect individual teachers' different starting points and levels of interest by offering a mix of options
- Leave room for school autonomy in implementing continuous professional development plans

Teacher engagement in competence development can be stimulated by offering a mix of opportunities, incentives and requirements. The opportunities for competence development should meet the following conditions:

- Matching need and demands at all levels-building a bridge between the needs of the teacher and those of the school
- Accessibility, relevance and variety of opportunities on offer
- Proper coordination between the content of international teacher education, induction and CPD and the providers
- Being based on dialogue with stakeholders at all levels
- Adequate provision of time and resources (e.g. substitute teachers to cover for training absences)

Incentives to stimulate teacher's engagement in professional development:

For teachers who are mainly stimulated by external factors, different material and non-material incentives can stimulate engagement in professional development depending on the context, these may include:

- Opportunities to develop as professionals
- Opportunities to fulfill other roles and take on wider school responsibilities
- Recognition by colleagues and education authorities
- Seeing the success of their pupils the appreciation of the school leader
- The respect of the local community, including parents

- Salary increases

Assessing the Development of Teachers' Competences:

Measures to assess the development of teachers' competences are important because they:

- Raise teacher's awareness of the need to develop her or his competences
- Support a transformation in teaching culture and practice
- Permit the recognition of the competences acquire or developed
- Play a part in the quality assurance and control of training and development, thereby leading to its improvement and helping to achieve excellence
- Help to develop trust in the teaching workforce
- Facilitate timely intervention to improve teaching

The tools and techniques deployed in assessment systems are several and diverse and can be chosen to fit the national context. **Formative assessment tools and techniques** (low stake for the teacher) include:

- **Regular meeting** with principal or other staff-reviews of competences
- **Self-assessment**
- **Critical friends groups**
- **Peer review**
- **Individual development plans**
- **Classroom observations by peers** (for positive examples)
- **Video analysis** (filmed lessons)
- **Written reflections/narratives**
- **Reports**
- **Portfolio (inputs/outputs)**
- **Action research** (self-reflection)
- **Student/parent feedback**

Summative assessment tools and techniques (high stakes for the teacher) include:

- **Examinations**
- **Classroom observations**
- **Micro teaching video**
- **Essays**
- **Testing**
- **Portfolio**

Providing the Right opportunities for Professional Learning:

Providing possible for further professional development can be a useful policy tool to motivate teachers to stay in their profession and to attract qualified personnel to teaching. There needs to be coherence between the systems that concern the three phases of a teacher's career, in terms of:

- An incremental perspective (e.g. initial teacher education promotes the necessary research based knowledge)
- Single frameworks of competence covering all three stages
- Structures (e.g. political responsibility for teacher education)

Lesson No. 39

(Topics 117,118,119, 120,121, 122)

Topic 117**Twenty-First Century Professional****Introduction:**

The forces which are shaping twenty-first century economies and societies also pose significant and sustained challenges for school education. Technologies advances are changing fundamentally the nature of both work and leisure and contributing to societal shifts.

The skills required of the twenty-first century workforce are changing and increasingly associated with the creative use of technology. Far from being immune to such forces, education lies at the heart of any response to this challenging context.

Twenty-first century teachers must help to equip future generations to thrive in an environment of fast, continuous and fundamental change and must prepare themselves capitalize on the potentially far reaching implications for teaching and learning.

Teacher Matter:

The teaching professions now face rapidly changing demands, which require a new set of competencies. Teacher quality is one of the most significant factors affecting successful student learning (OECD, 2005)

Teaching should be recognized as both complex and challenges requiring, high standards of professional competence and commitment. The need for a stronger focus on teacher knowledge, skills values and dispositions is a feature of the developing thinking across the world. The world's best performing school systems reinforce the centrality of quality teachers. The European Commission (2004) identifies the need for teachers to have:

- Extensive subject knowledge
- A good knowledge of pedagogy
- The skills and competences required to guide learners
- An understanding of social and cultural dimension of education

How does teacher learn and develop professionally?

Evidence suggests that externally imposed educational change has only limited impact. John Hattie's meta-analysis of research evidence (Hattie, 2009) suggests that up to eighty-five percent of teachers are resistant to changing their existing practice.

An individual teacher's past and current experience is very powerful in determining their day-to-day practice in the classroom. Hattie concludes that the moves to use:

- Accountability
- Government pressure
- Other forms of compulsion are rarely effective

Wikman's research (Wikman, 2010) suggests that much of teacher knowledge is tacit, intuitive, situation bound and the result of chance. Strategies for teacher learning may be integral to sustained improvement in education but much of what a teacher does is rooted in tradition, experience and context.

Teacher Competence:

It involves four components in the following order of importance:

1. Knowledge of subject matter, pedagogy and curricular areas
2. Dealing with values and child development
3. Self-evaluation and professional development
4. Understanding the system of education and development

In 2011, a team from Montenegro's Ministry of Education and Sports was set up to draft a document containing standards in the following areas:

1. The students and the learning process
2. Environment and learning conditions
3. Knowledge of the profession and of curriculum
4. Knowledge of subject methodology
5. Planning
6. Assessment and evaluation
7. Professional development
8. Leadership/initiative and cooperation

Teaching Titles:

The standards passed by Bureau for education of Montenegro (2008) prescribed teaching titles which include the following levels of a teacher's career:

- A teacher with experience (T)
- A teacher/mentor (M)
- A teacher/counselor (C)
- A teacher/senior advisor (SA)
- A teacher/researcher (R)

Responsibilities of a Teacher:

ATEPIE (Advancing Teacher Professionalism for Inclusive Quality and Relevant Education) framework of teacher competences makes clear the responsibility of each and every teacher which are as follows:

- Promoting the learning of all pupils
- Contributing to the development of the curriculum
- Having ability to reflect and self-evaluate
- Focusing on career-long learning
- Emphasizing on collaborative nature of teaching and learning

✓ Teachers are expected to:

- Be confident
- Use theory to inform practice
- Work beyond the teacher's subject
- Have a greater focus on some craft skills relating to:
 - Methods, behavior management
 - Interpersonal communication and assessment

Topic 118

Procedure for Teacher Appraisal

Introduction:

Teacher appraisals may be mandatory or voluntary, depending on the purpose of the appraisal process. It can be carried out periodically:

- At regular intervals

- At key stages during a career
- On specific occasions, such as at the end of the probationary period

Teacher appraisals at the end of a probationary period is usually mandatory and appraisal procedures for registration vary among the countries. Regular teacher appraisals for performance management are also mandatory in all countries.

Aspects Appraised:

Determining the domains to be appraised helps to define the core responsibilities of teachers and the kind of performance that is valued as “good teaching”. Danielson’s framework for teaching (1996, 2007) groups teacher’s responsibilities into four major areas:

1. Planning and preparations
2. Instruction
3. The classroom environment
4. Professional responsibilities

Other frequently appraised aspects include:

- The professional development undertaken by teachers
- Teachers’ contribution to school development
- Links to external partners or the community

These elements can be seen as part of teachers’ broader “professional responsibilities”.

Instruments and Information Sources:

A range of instruments and information sources is typically used to appraise teachers, the most frequently used instruments are:

1. Classroom observation
2. Interview/dialogue with the teacher
3. Teacher self-appraisal
4. Portfolio

1. Classroom Observation:

Teaching practices and evidence of students learning are the most relevant sources of information. Most key aspects of teaching are displayed while teachers interact with their students in the classroom. As a result, teacher appraisal is usually firmly rooted in classroom observation.

2. Objective setting and Individual interviews:

Most teacher-appraisal models require the individual teacher to set performance objectives for a given period of time, in agreement with the school management, the appraisals then assesses the extent to which the objectives were met.

3. Teacher Self-appraisal:

Requesting that the teacher being appraised evaluates his or her own performance is essential. As self-appraisal encourages teachers to reflect on the personal, organizational and institutional factors, need to be distinguished from informal teacher peer review.

4. Teacher's Portfolio:

An instrument that often complements teacher self-appraisals is a teacher's portfolio. A portfolio can include:

- Lesson plans and teaching materials
- Samples of students' work and sample commentaries
- Self-reported questionnaires and reflection sheets

Some other Procedures for teachers' Appraisal:

- **Teacher testing**

In some countries, teachers are subject to testing to assess their general and specialized competencies. In some rare instances, the results of these tests can be used for teacher appraisal.

- **Student results**

Teacher appraisals systems based on student test results are intended to strengthen incentives for teachers

- **Surveys of students and parents**

Surveys can provide information about how students, parents and other stakeholders perceive teacher's performance.

Other indicators of Teacher Performance:

A number of countries report using diverse appraisal instruments and information sources, for example:

- The instruments used at the end of probation period
- The opinion of the school leader
- The inspection report
- Formal aspects of a teacher's work

Using Multiple Sources of Evidence for Teacher Appraisal:

Using several appraisal instruments and multiple sources of evidence for teacher-appraisal systems. Allow evaluators to measure teachers' knowledge and skills. It is important when appraisal results are used for high-stakes decisions, such as promotion and tenure (Sykes and Winchell, 2010)

As explained in Isore (2009), comprehensive teacher-appraisal procedures imply greater costs at every stage of the process:

- Agreeing on the design of the system requires time for consultations
- Training evaluators is expensive and time-consuming
- Conducting appraisals implies additional work for both teacher and evaluators.

Topic 119

Creating the Conditions for Effective Professional Development: Opportunities and Challenges (School level and System Level)

Introduction

Research on professional development (PD) models have positively impacted student learning. As it aimed to identify and illustrate professional learning elements. In order to help shine light on powerful teacher learning experiences.

Professional development (PD) models that have raised student achievement can help policymakers and practitioners better understand what goes into quality teacher professional learning. Various conditions for teaching and learning have been identified both within schools and at the broader systems level.

School level:

Several researchers have sought to understand why some PD has proven insufficient to affect teaching practice and raise student achievement in schools. Findings of research studies revealed that:

- PD is only as effective as a teacher's will to employ the knowledge and skills gained.
- Teachers that are willing to implement professional development practices in the classroom
- Often face hurdles that are beyond their control
- Teachers may also face hurdles that are within their control but which are difficult

- If not impossible, to attend to given the challenges nature of their specific school environments.

Among these barriers are:

- Lack of resources and classroom management issues
- Lack of time allocated to teaching curriculum that uses the newly acquired knowledge and skills
- The need to teach mandated curriculum
- Challenges of teaching English learners without specific PD

System level:

Challenges to implementing effective PD extend beyond the school and classroom. A new America report from Tooley and Connally (2016) identified system-level obstacles to effective PD and concluded that there are four overarching areas where improvement is needed to facilitate increased effectiveness of PD.

1. Identifying PD needs:

Teacher PD is often determined without understanding what teachers need. This shortfall is frequently exacerbated by a lack of shared vision around what excellent teaching entails. Without systems in place to ensure teachers' needs are being identified and met, PD will not be as effective as it should be.

2. Choosing approaches most likely to be effective:

A great deal of PD is being implemented that does not meet these standards. "One-off" workshops are easy to schedule and require less time and human capital to implement. Teacher contract and state recertification requirements also tend to encourage these models.

3. Implementing approaches with quality and fidelity:

Even when educators have knowledge of effective PD models, implementation present its own obstacles. For example, a school or district may create a program that includes coaching for teachers. However, it is not sufficient to simply designate coaches and have them available for teachers.

4. Assessing PD outcomes:

Few schools, districts or state education agencies have created good systems of tracking PD, let alone systems for analyzing the quality and impact of PD without a sense

of what is working and why, it is hard to adopt and implement professional learning for teachers.

Even in the case of well-designed PD, these obstacles can impede the effectiveness of professional learning. The challenges with implementing and scaling evidence based practices underscore that translating promising PD research into practice remains one area ripe for improvement.

Topic 120

Teacher Education Quality Assurance

Introduction:

Globalization has led to greater awareness of the value of specialized knowledge and advanced skills world-wide. As a result, the public in many countries has come to demand higher quality at all levels of the education system.

Education professionals as well as members of the public express concern over a perceived lack of accountability. Among teacher education institutions for the actual teaching ability of their graduates. In some countries initial teacher education is directly organized and supervised by the ministry of education.

As other countries have raised the level of teacher training to the post-secondary level, a variety of institutions may offer teacher education programs. Some programs are managed by departments or schools of education within large universities. Other programs are provided by specialized teacher education institutions, some of which may be private.

The growing complexity and independence of teacher education institutions in many countries has led to the need to evaluate their quality of instructions in light of the skills expected of graduates. So, the accreditation of teacher education institutions or programs within an institution are important elements of developing a quality assurance system.

What is Accreditation?

Accreditation is primarily part of the process of building accountability by which an institution is recognized by the profession as meeting and/or professional standards. Accreditation is usually made of an institution to deliver teacher education programs, but it can also be just of programs within an institution. Accreditation of teacher education institutions and programs is one of the phase in the continuum for achieving better outcomes of teaching.

Why is Accreditation an important element of Quality Assurance?

Accreditation serves several important quality functions, it:

- Assures the public that institutions have met rigorous standards.
- Establishes common professional standards for the preparation of teachers and other school personnel
- Links national standards for teacher preparation with national standards for student learning
- Encourages excellence in curriculum, student performances, faculty and resources in college and university faculties of education
- Helps to mobilize adequate resources to prepare quality personnel to improve student learning
- Brings previously unaccredited institutions into the profession's emerging quality-assurance system

Professional Standards and Accreditation requirements for teaching:

The application of accreditation standards to teacher education institutions is not universal. Generally, teacher accountability tends to be driven by one or more of the following factors:

- Is there any universal trend to apply professional standards and accreditation requirements for teaching?
- Compliance with regulations, usually set by governments
- Adherence to professional norms, established by professions
- Result-driven or measures of student achievement

Organization which Accredite Teacher Education Institutions and Programs:

Depending on the country accrediting agencies are often one of the following types:

- Inspectorates that are part of the ministry of education e.g. The Netherlands
- Quasi-governmental bodies e.g. India
- Non-governmental organizations supported by dues paid by their members and fees charged for accreditation services e.g. U.S.A.

Which Organization Accredite Teacher Education Programs in Pakistan?



Main approaches to manage the accreditation process:

The authority for managing the accreditation process is necessarily variable and depends largely on three factors:

- Political choices about the desirability of having direct
- Governmental control of teacher or delegating teacher training to other bodies
- The presence or absence of independent professional organizations representing the teaching profession
- The existence of reputable universities that have established educational leadership
- Accreditation tends to follow a cyclic model much like the following example from the National Council for Accreditation of Teacher Education (NCATE) in the USA:

Topic 121

Accreditation of Teacher Education Institutions and Agencies

Introduction:

Most professions have developed patterns of national accreditation. Education is still in transition. Presently, education in the U.S maintains one of the recognized national professional accrediting agencies.

In seeking to project what is likely to happen during the next decade in the accrediting field. It is necessary to review briefly some of the history of accrediting in this country. Accrediting in U.S higher education institutions apparently had its origins in a New York state law of 1787.

Requiring the board of regents of the University of the State of New York to visit every college in the state once a year. The development of regional accrediting associations, beginning in the latter part of the nineteenth century.

Initially, the Colorado State Department of Education experimented an alternate approach to accrediting high schools. It was called “accrediting by contract”. Accreditation of professional programs developed along different routes.

National Council for the Accreditation of Teacher Education (NCATE) was established in 1952. It was established as a joint council, with equal representation from:

- Public school practitioners
- Preparing colleges
- State education legal authorities

Opposition to NCATE at least that which came in to the open was based upon two considerations:

- The contention that there is no need for professional accrediting of teacher education because the regional association procedures are adequate
- The argument that there is too heavy a representation of education

Alternatives to NCATE:

1. Public school practitioners have to abandon the shining faith they once had in the efficacy of
 - The cooperative, partnership approach pursued so enthusiastically in the 1950's.
2. There is now a widespread demand for the teaching profession to be held
 - Accountable for the quality of education or the lack of it.
3. Which concept of the purposes of the public school is to prevail?
 - The meritocratic concept or the egalitarian?
4. There is a growing trend toward greater reliance on accrediting by legal authorities,
 - Both of states and the federal government
5. There is a strong movement by practitioners in the public schools to seek by state legislation
 - The self-determinism which has been effectively denied them in the past

Purpose of Accreditation:

Originally, the purpose of accreditation by the regional associations were to established sound admission policies and to maintain minimum academic standards. Over the years, the purposes have been expended to include stimulation of self-study.

Self-improvement by accredited institutions to resist pressures from outside forces and to prevent dilution of standards by political and economic forces. Accreditation tends to become a power struggle for control over the nature and content of education. It has been the instrument by which students and parents can be protected from fraudulent institutions.

USOE's roles in Accrediting:

A relatively new development in the accrediting pattern is the projection of the U.S Office of Education (USOE) into the field, by virtue of federal legislation requiring the determining of institutional eligibility for federal funds.

Currently under federal law the U.S commissioner of Education is required to publish a list of nationally recognized agencies and associations determined to be reliable authorities as to the quality of training offered by institutions.

The USOE accrediting activities complement NCA (National Commission on Accrediting) efforts, but it can be surmised that it will be of increasing significance if the federal government increases support for education.

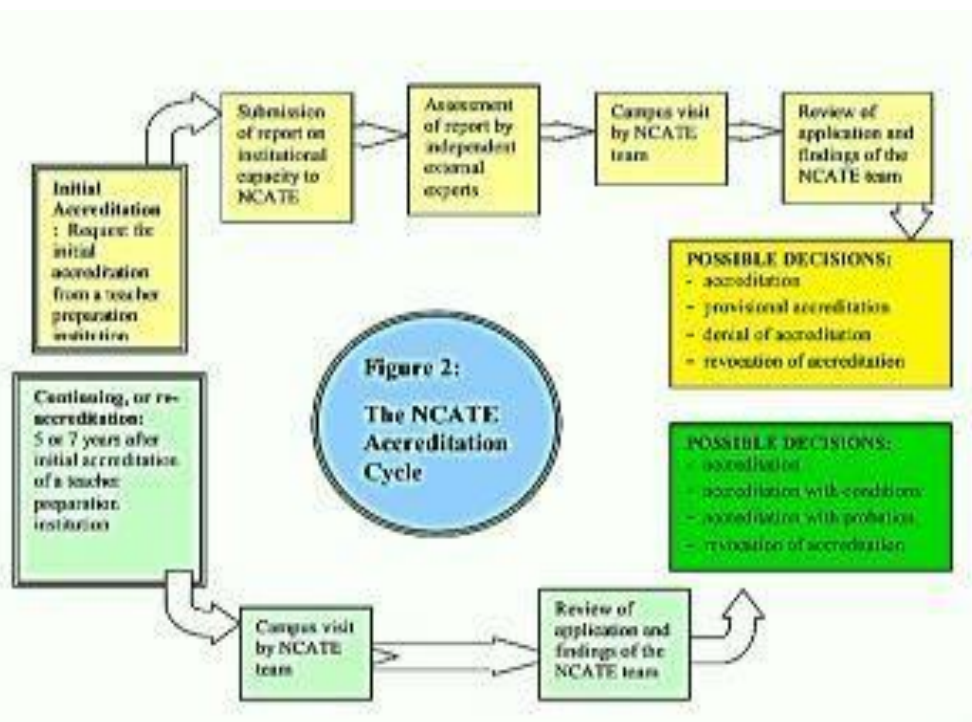
Some Future Possibilities:

- Practitioners hope that they will be given significant roles, either advisory or legal in the control of teacher education.
- As to the future of NCATE, the council may be stringer position than ever. Its basic roles probably will change but its power may be enhanced.
- The respective state departments of education would be justified in contributing to the financial support of NCATE
- Supported by the leadership of the AACTE and NCTEPS in relationships with influential segments of the teaching profession, NCATE may increase in influence and acceptance in teacher education

Major Issues in Teacher Accreditation and Certification:

- 1) Can teaching maintain a voluntary national professional accrediting process?

- 2) What are the overriding dangers in legal accreditation?
- 3) What are valid roles of the practitioners in accreditation of teacher education programs?
- 4) Is autonomy in a legal sense possible for public school practitioners?
- 5) What are the conflicts of interest that tend to create divisions or separatisms among the specialties in the teaching profession?
- 6) What are the needed reforms in teacher certification?



Topic 122

Beliefs on the Teacher Professionalism

Introduction:

Teachers' beliefs have an essential role in their identity formation, which later has a strong impact on their professional behavior and actions. Beliefs can be understood as mental representations of reality.

“Teachers’ beliefs cover a wide range of concepts that serve as a tool for understanding and directing their professional activities and role”

(Zheng, 2009)

Classification of Teachers' Beliefs:

Teachers' professional beliefs can be classified into four broader categories:

1. Educational beliefs
2. Beliefs about teacher role
3. Beliefs about learning and learners
4. Beliefs about self-efficacy

1. Educational Beliefs:

Educational beliefs refer to implicit theories about the purpose of education.

2. Beliefs about Teachers' Role:

Beliefs about teachers' roles refer to teachers' competences and tasks.

3. Beliefs about Learning and Learners:

Beliefs about learning and pupils refer to the understanding of the learning process and the nature of pupils' capabilities and capacities for learning.

4. Beliefs about Self-efficacy:

Beliefs about self-efficacy refer to the perception of personal competence in a concrete professional context.

The pre-service teachers' beliefs on the profession are related to the following areas:

1. Field of knowledge or theoretical thinking
2. Field of emotions or motivations
3. The scope of skills

(Pontes, Serrano & Poyato, 2013)

Conclusion:

Teachers' beliefs about their role learning process and self-efficacy play a contributive role in shaping the direction of their instructional practices. Therefore, it is the responsibility of teacher educators to strengthen these beliefs of teachers for ensuring the success of teaching learning process.

Lesson No. 40

(Topics 123, 124, 125, 126, 127, 128, 129)

Topic 123

Teacher Education Accreditation Practices and Procedures: Comparison of USA, England, Australia and India**Introduction:**

The quality of any education system is relative to the quality of its teachers. It has been acknowledge universally that teacher quality is an important consideration in student achievement and although defined differently by different people, continues to be the central concern of those responsible for teacher education.

Today's student require skilling for academics, livelihood and life, knowledge and disposition such as curiosity, creativity, problem solving, innovation, technological expertise, ethics necessary to navigate in this dynamic world. The expectation from today's teacher is very high as they have been assigned a very vital role than ever before in this technologically advanced, knowledge economy.

In fact, the need of the hour is to focus on quality teacher education programs so as to enable teachers to become an erudite, skilled, compassionate and committed professional. Setting of professional standards, assessment and accreditation of teacher education institutions will definitely improve scholastic quality of the teachers.



At a global level, there is a greater interest in procedures and practices adopted with respect to assessment and accreditation of teacher education institutions. Accreditation is a shared responsibility and involves self-evaluation by the institution itself as well as external peer assessment, and was conventionally inclined more towards accountability.

1980's, the necessity of defining standards for teacher education preparation was felt, due to lack of satisfaction with quality of teaching both at educational administration level as well as public level. Thus accreditation procedures and practices by professional bodies, so as check quality status of teacher education system against set standards emerged.

The setting of standards and criteria of teacher education accreditation varied from country to country in priorities and criteria as these reflect and are based on the national culture, political choice and traditions. Here a comparison is drawn about the accreditation practices and procedures followed by the United States, England, Australia and India.

Comparison of USA, England, Australia and India

USA	England	Australia	India
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INTRODUCTION

On July 1, 2013, NCATE and TEAC consolidate together to form council for CAEP sole accrediting body for educator preparation providers; presently “CAEP accreditation standards are fully implemented; while NCATE and TEAC legacy standards are no longer used for accreditation” (CAEP, 2018)	On 29 March, 2013 the inception of NCTL occurred due to the merging of National College for School Leadership and Teaching Agency. NCTL is an executive agency, sponsored by DfE will accredit only those schools that have been judged good or outstanding by Ofsted. “The Ofsted inspects teacher training institutions to confirm that they fulfill the ITT criteria.	In 2010, AITSL registered and initiated operations as a public company limited by guarantee under the Commonwealth Corporations Act 2001. “AITSL is the custodian of the Accreditation of initial teacher education programs in Australia: standards and procedures, agreed by all education ministers in 2011”	Both, NCTE established in 1993 and NAAC in 1994 coordinated and worked together to assess and accredit teacher education institutions through the country. NCTE in collaboration with QCI designed a new ranking and accreditation framework for TEIs, i.e. TEACHER.” (TeachR, June 2017)
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NCATE: National Council for Accreditation of Teacher Education

TEAC: Teacher Education Accreditation Council

CAEP: Council for the Accreditation of Educator Preparation

NCTL: National College for Teaching and Leadership

DfE: Department of Education

Ofsted: the Office for Standards in Education

AITSL: Australian Institute for Teaching and School Leadership

NCTE: National Council for Teacher Education

NAAC: National Assessment and Accreditation Council

QCI: Quality Council of India

USA	England	Australia	India
VISION			
CAEP advances excellent educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning (CAEP, 2018)	To achieve a highly educated society in which Opportunity is equal for children and young people, no matter what their background or family circumstances (NCTL, 2015)	To promote excellence so that teachers and school leaders have maximum impact on students learning in all Australian Schools. (AITSL, 2015)	The National Well Being (QCI, 2007) Unlocking the potential of teacher education in India (TeachR, June 2017)

USA	England	Australia	India
ELIGIBILITY AND APPLICATION PROCESS			
Any education preparation provider in order to be eligible for CAEP accreditation must be accredited by a regional or institutional accrediting agency, recognized by US department of education and CHEA. CAEP provides two tracks for those seeking accreditation for the first time: Phase I accreditation eligibility status and the Phase II includes completion of characteristics and capacity by each EPP.	PNP to become accredited to deliver initial teacher training must put forward a proposal to DfE justifying how its provision are at the, at least good according to Ofsted and secretary of state criteria of ITT. PNP can only provide courses that lead to recommendation for QTS if it has been accredited by DfE.	All providers of Initial teacher education. The providers seeking accreditation pass through two stages, namely Accreditation stage I for new entrants, focuses on a provider's plan for demonstrating impact Accreditation stage II focus on interpretation of evidence as outlined in their plan for demonstrating impact. The program standards are applicable to both the stages of accreditation.	Any teacher education institution recognized by NCTE (TeachR, June 2017)

USA	England	Australia	India
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STANDARDS AND CRITERIA

CAEP has given five standards which are as follows:

- Content Pedagogical standards
- Clinical Partnership and Practice standards
- Candidate Quality Recruitment and Selectivity standard
- Program Impact standard
- Provider, Continuous Improvement and capacity

Initial teacher training criteria must be met by PNP to be accredited; ITT criteria includes:

- Entry criteria
- Training criteria
- Management and assurance criteria
- Employment based criteria

AITSL has given six program standards which are as follows:

- Standard program outcomes
- Standard program, development, design and delivery
- Standard program entry
- Standard program structure and content
- Standard experience
- Standard program evaluation, reporting and improvement

Teach R has identifies four pillars of framework namely:

- Physical assets
- Academic assets
- Teacher Quality and Learning quality
- Learning outcomes

The latter two pillars now account for 70% of a TEI's score.

USA	England	Australia	India
ACCREDITATION PROCESS			
The accreditation process involves the following steps: 1. Self-study process 2. Formative review 3. Visit by the visitor team (provides a written team with respect to completeness, quality and strength to the educator preparation provider and to the accreditation council)	The accreditation process involves: 1. PNP attends briefing session on accreditation process conducted by DfE 2. Submission of the business case by PNP 3. Assessment of business case by DfE's accreditation and performance committee and provision of feedback 4. PNP prepares an accreditation bid against the assessment criteria 5. Submission of bid to DfE, followed by rigorous assessment against the set criteria by DfE accreditation team 6. DfE accreditation team makes a recommendation to DfE and APC for accreditation. If satisfied, will recommend to the secretary of state for education	The process of accreditation involves: 1. Submission of an application to authority 2. Accreditation of programs to be provided across jurisdictions 3. Eligibility and compliance check 4. Assessment of application by panel convened by authority 5. Accreditation decision and notification of outcome by the accreditation authority	The accreditation and ranking process involves: 1. Registration on Teach R web portal by TEI 2. Submission of self-evaluation form on the portal by TEI 3. Desktop assessment team verification of SEF; is a TEI has filled the SEF as per requirement, its form will be accepted for further action; if not, there will be issue of show cause notice for cancellation of recognition 4. QCI assessment process: After clearance from DA phase, TEI will be moved to field verification stage where assessors by QCI will visit the TEL for verification of the claims made

USA	England	Australia	India
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DURATION

Accreditation for two or five or seven years. 7 years for full accreditation; 5 years is the EPP's status was previously a 2 year probationary or provisional accreditation or a stipulation was assigned and corrected; 2 years for a probationary or provisional accreditation decision.

Twice in six years all providers are inspected

Accreditation granted for five years

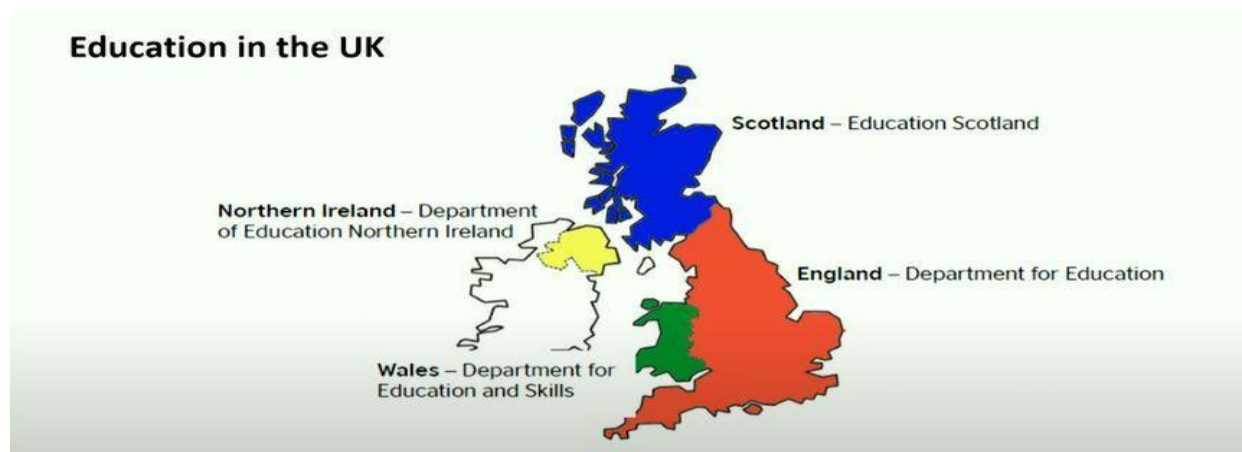
Accreditation status once every 5 years. While ranking process is proposed to be conducted once every 2 years base on SEFs submitted each year by the TEI.

Conclusion:

In US, England, Australia and India teacher education programs are governed by accreditation bodies. In US and England the accreditation of teacher education institutions has a long history of experiences. While in Australia and India accreditation is not a very old concept, but has made significant progress by setting of standards and accreditation of teacher education programs.

Topic 124

Professional Standards for Teachers in UK



Initial Teacher Education:**Northern Ireland**

- Department of education approve ITE courses
- General Teaching Council for Northern Ireland (GTCNI) accredit ITE courses
- Education and Training Inspectorate (ETI) inspect courses
- 2 universities college offer 4-year BEd courses
- 3 universities offer one-year PGCE courses

Wales

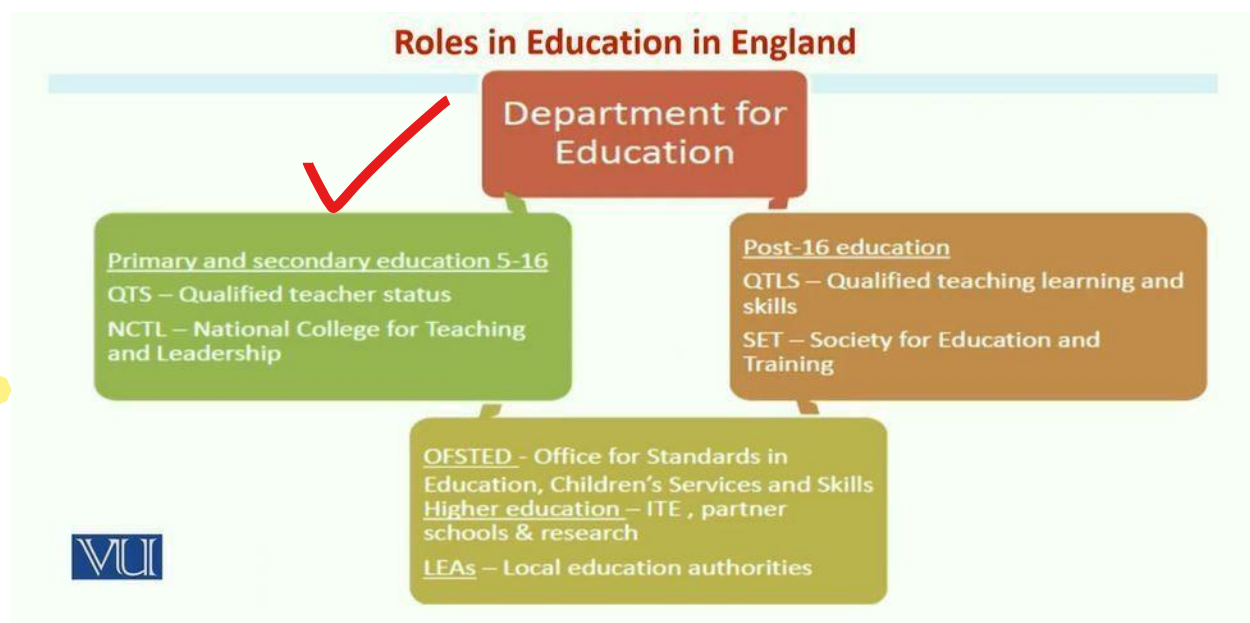
- General Teaching Council of Wales (GTCW)
- Graduate Teaching program (GTP)
- Three regional ITE centers
- Each center collaborates with 2 universities and partner schools
- Common set of policies and procedures

Scotland

- General Teaching Council of Scotland (GTCS) sets minimum requirements
- 8 universities in partnership with 32 local authorities
- Universities have their own admission policies
- University schools of education provide one-year PGDE , or 4-year degree with QTS

England

- University schools of education offer one-year PGCE courses
- School Direct-direct employment of graduates, often in “Teaching Schools”
- Teach first two-year leadership development program six weeks university training plus in school support towards PGCE



Types of school in England:

All children in England between the ages of 5 and 16 are entitled to a free place at a state school. Most state schools have to follow the national curriculum. The main types are:

- i. Community schools controlled by the local council
- ii. Academics independent of the local council, including faith schools, free schools and specialist schools

Direction of educational change in England

From	to
State action	Decentralisation
Targets and accountability to the centre	Data transparency creating local accountability
Regulation as best guarantor of fairness	Autonomy and trust as best guarantor of fairness
Specific programmes to tackle issues	Accountability and incentives set to create improvement
Identification of best practice and guidance	Deregulation and reducing bureaucracy
Centralised planning of the system	A system led and developed by the system itself
	More RESPONSIBILITY and ACCOUNTABILITY expected from schools

VU

Teacher standards in England – Teaching:

1. Set high expectation which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupil
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behavior effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities



Teacher standards in England – Personal and professional Conduct:

Public trust and high standards of ethics and behavior:

- Treating pupils with dignity
- Safeguarding pupils' well-being
- Tolerance and respect for the rights of others
- Ensuring that personal beliefs are not expressed in ways which exploit pupil's vulnerability or might lead them to break the law

Use of Teacher Standards:

The teachers' standards are used to assess:

- All trainees working towards QTS and all those completing their statutory induction period
- The performance of all teachers with QTS who are subject to the education (school teacher appraisal)

- May additionally be used to assess the performance of teachers who are subject to these regulations and who hold qualified teacher learning and skills (QTLS) status

Continuing Professional Development of Teachers:

- CPD is a planned, continuous and lifelong process
- Through it, teachers try to develop their personal and professional qualities and to improve their knowledge, skills and practice
- This lead to the empowerment and increased autonomy of teachers, the improvement of their practice and the development of their organization and their learners.

Topic 125

Professional Standards for Teachers in Nigeria

Introduction:

Teaching as a profession now has all the features of professionalism associated with other noble professions. Part of these features are coded and standardized instruments or documents called professional standards that clearly and precisely define what the professional must know and put into practice and the core values, ideals and conduct that the professional must exhibit.

Professional standards therefore refer to a minimum set of knowledge, skills, values, privileges and obligations expected of a professional. The professional standards for Nigerian teachers are abstractions of the National Minimum Academic Benchmarks for various teacher education programs, national and international legal frameworks and education policies.

Legal Requirements for Recognition of teachers in Nigeria:

- i. Pass a qualifying examination accepted by the council and complete the practical teaching prescribed by the council under the Act.
- ii. Not being a Nigerian, hold a qualification granted outside Nigeria which for the time being is recognized by the council and is by law entitled to practice the profession in the country.
- iii. Be of good character
- iv. Have attained the age of twenty one years
- v. Not have been convicted in Nigeria or elsewhere of an offense involving fraud or dishonesty

Other Requirements for Recognition of Teachers in Nigeria:

- i. Induction at point of graduation
- ii. Payment of registration fees and annual dues
- iii. Professional Qualifying Examinations
- iv. Internship after graduation from teacher education institution
- v. Continuing professional development
- vi. Any other requirements that may be made by TRCN from time to time.

The Scope of the Professional standards for Nigerian teachers:

The professional standards for Nigeria teachers consists of four themes to be used to appraise the professional standing of a teacher in Nigeria. These are:

- a) Professional knowledge
- b) Professional skills
- c) Professional values, attitude and conduct
- d) Professional membership obligations

The four themes are broken down into thirty six sub-themes and then into eighty four standards. The standards are essentially performance benchmarks expected of professional teachers in Nigeria, depending on the category of the teachers. The following are the sub-themes standards and expected performances under:

1. Professional knowledge:

- Subject content: know the content of the subjects they teach
- Pedagogy: know how to teach subject content to their students and related assessment and monitoring strategies
- National curriculum requirements
- Literacy and Numeracy: know literacy and numeracy
- Information and communications technology: know the application of modern computer systems and communication technology
- Students' socio-economic background: knowledge of the diverse socio-cultural, ethnic and religious backgrounds of students and effects of these factors on learning

- Students' Physio-Psychological background: knowledge of the stages of human development and the physical, social and intellectual implications of each stage.
Know how their students learn

2. Standards of Professional Skills:

- Planning learning programs
- Resourcefulness: selection, development and use of instructional resources
- Teaching & communication
- Evaluation of learners' performance
- Reporting: providing feedback to students, parents, guardians and other stakeholders.
- Records of students' performance are maintained in acceptable formats, storage and retrieval systems.
- Program monitoring and evaluation
- Health, safety and human rights
- Learning environment
- Team working and collaboration

3. Standards on Professional Values, Attitude and Conducts:

- Relationship with learners; honor learners' rights and dignity
- Relationship with colleagues: have mutual respect and spirit de corps for one and have very high integrity
- Administrative and Academics Leadership: teacher inspire subordinates
- Relationship with society: teachers are exemplary citizens in the society
- Relationships with parents and guardians: respect the right of parents and guardians to information on their children and wards.
- Relationship with employers; are professionally independent
- General relationship: teachers' criticisms are constructive and based on high sense of responsibility. Teachers are open minded

In addition, the professional standards for Nigerian teachers includes the following vital information and instruments:

a) Guidelines on Induction at point of Graduation

Induction in this instance is defined as being formally and legally called to serve the nation as teachers and publicly taking the teachers oath in a ceremony jointly

held by TRCN and the teacher education institutions before the final discharge of graduates from their institutions.

b) Guidelines on Continuous professional Development (CPD)

CPD here refers to the lifelong learning by teachers to keep abreast of developments in the field of education

c) Instruments for Assessment of Teachers' Professional Standing

These are standardized checklists that may be used by TRCN, teachers, employers, teachers' unions and other stakeholders to assess the compliance of teachers with the professional standards.

Categorization of Nigerian Teachers

Category A (Doctoral Teachers)

Holding of PhD in education or PhD in other field plus teaching qualification e.g. Post Graduate Diploma in Education (PGDE), Professional Diploma in Education (PDE) and Nigeria Certificate in Education (NCE).

Category B (Master Teachers)

Holders of Masters Degree in Education or Masters Degree in other fields plus a teaching qualification, e.g. PGDE, PDE, NCE.

Category C (Graduate Teachers)

Holders of bachelors degree in education or bachelors degree in other fields plus a teaching qualification, e.g. PGDE, PDE, NCE.

Category D (NCE Teachers)

Holders of the Nigeria certificate in education which is the national minimum teaching qualification.

Conclusion:

The categorization of teachers in Nigeria places strong emphasis on the need for teachers to constantly update themselves in academic qualification as indispensable basis for professional growth and development. The categorization appreciates the fact that experience is very necessary, but that experience must be founded on the highest possible academic qualifications.

Topic 126**Professional Standards for Teachers in Australia****Introduction:**

Teachers share a significant responsibility in preparing young people to lead successful and productive lives. The Australian professional Standards for teachers reflect and build on national and international evidence that a teacher's effectiveness has a powerful impact on students, with broad consensus that teacher quality is the single most important in-school factor influencing student achievement.

Professional Standards for Teachers:

Developing professional standards for teachers that can guide professional learning, practice and engagement facilitates the improvement of teacher quality and contributes positively to the public standing of the profession. They articulate what teachers are expected to know and be able to do at four career stages: Graduate, Proficient, Highly accomplished and Lead.

Purpose of the Standards:

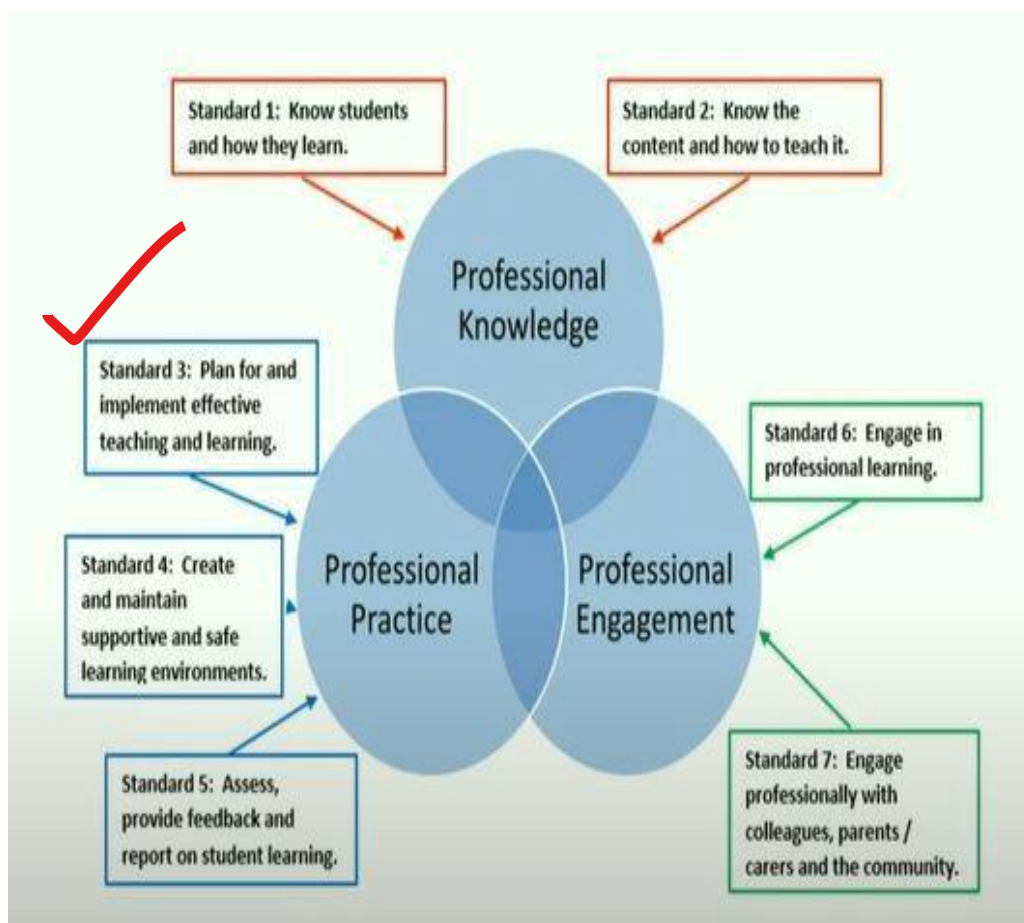
The Australian professional standards for teachers are a public statement of what constitutes teacher quality. They define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st century schools that will improve educational outcomes for students.

Organization of the Standards:

The Australian professional standards for teachers comprise seven standards that outline what teachers should know and be able to do. The standards are grouped into three domains of teaching;

- Professional Knowledge
- Professional Practice
- Professional Engagement

In practice, teaching draws on aspects of all three domains.



DOMAINS OF TEACHING	STANDARDS
Professional Knowledge	1. Know students and how they learn 2. Know the content and how to teach it
Professional Practice	3. Plan for and implement effective teaching and learning 4. Create and maintain supportive and safe learning environments 5. Assess, provide feedback and report on student learning
Professional Engagement	6. Engage in professional learning 7. Engage professionally with colleagues, parents/carers and the community

Focus areas and standards descriptors:

The focus areas and standards descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An

effective teacher is able to integrate and apply knowledge, practice and professional engagement to create teaching environments in which learning is valued.

Professional capability at four career stages:

The four career stages in the standards provide benchmarks to recognize the professional growth of teachers throughout their careers. That standard descriptors across the four career stages represent increasing levels of knowledge, practice and professional engagement for teachers.

1. Graduate Teachers:

- Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education.
- The award of this qualification means that they have met the graduate standards.
- Graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students.
- They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.
- They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.
- They understand the importance of working ethically, collaborating with colleagues, professional and community.

2. Proficient Teachers:

- Proficient teachers meet the requirements for full registration or accreditation through demonstrating achievement of all the standard descriptors at this level.
- These teachers create effective teaching and learning experiences for their students
- They know the unique backgrounds of their students and adjust their teaching to meet students' individual needs and diverse cultural, social and linguistic characteristics.
- They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements.
- They use feedback and assessment to analyze and support their students' knowledge and understanding.

- Proficient teachers use a range of sources including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

3. **Highly accomplished teachers:**

- Highly accomplished teachers are recognized as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues.
- They all knowledgeable and active members of the school
- Highly accomplished teachers contribute to their colleagues' learning
- They may also take on roles that guide, advise or lead others
- They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.
- They maximize learning opportunities for their students by understanding their backgrounds and individual characteristics, and the impact of those factors on their learning.

4. **Lead teachers:**

- Lead teachers are recognized and respected by colleagues, parents/careers and the community as exemplary teachers.
- They have demonstrated consistent and innovative teaching practice over time
- They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds.
- They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socio-economic backgrounds
- They promote creative, innovative thinking among colleagues
- They apply skills and in-depth knowledge and understanding to deliver effective lessons and learning opportunities and share this information with colleagues and pre-service teachers.

Conclusion:

The development of the Australian professional standards for the teaching profession is an integral part of ensuring quality learning and teaching in Australian schools. With their development and implementation, Australian education systems are well placed to be among the best in the world. They are a fundamental component of the reforms agreed to in the National partnership on improving teacher quality

Topic 127**Professional Standards for Teachers in New Zealand****Introduction:**

The code of professional responsibility and standards for the teaching profession has been crafted by teachers, leaders and teaching experts to articulate the expectations and aspirations of our profession. The code sets out the high standards for ethical behavior that are expected of every teacher, the standards describe the expectations of effective teaching practice.

Together they set out what it is, and what it means to be a teacher in New Zealand. The code and standards apply to every certified teacher, regardless of role or teaching environment. The code also applies to those who have been granted a limited authority to teach.

The Values:

The values underpin the code and standard and these define, inspire and guide the teachers to:

- i. Empowering all learner to reach their highest potential by providing high-quality teaching and leadership.
- ii. Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.
- iii. Showing integrity by acting in ways that are fair, honest, ethical and just.
- iv. Engaging in positive and collaborative relationships with our learners, their families and wha-nau, our colleagues and the wider community.

The Code of Professional Responsibility:

These codes are developed to:

- i. Set out the high standards of ethical behavior expected of all members of the teaching profession
- ii. Provide learners, their families and wha-nau, their communities and the public with trust and confidence in teachers and the profession
- iii. Honour teaching as a profession of high trust and integrity

The code of professional responsibility include:

- i. Commitment to the Teaching Profession

- ii. Commitment to Learners
- iii. Commitment to Families and Wha-nau
- iv. Commitment to Society

1. Commitment to the teaching profession:

Teachers will maintain public trust and confidence in the teaching profession by:

- i. Demonstrating a commitment to providing high-quality and effective teaching
- ii. Engaging in professional, respectful and collaborative relationships with colleagues
- iii. Demonstrating a high standard of professional behavior and integrity
- iv. Contributing to a professional culture that supports and upholds this code

2. Commitment to learners:

Teachers will work in the best interests of learners by:

- i. Promoting the wellbeing of learners and protecting them from harm
- ii. Engaging in ethical and professional relationships with learners that respect professional boundaries
- iii. Respecting the diversity of the heritage, language, identity and culture of all learners
- iv. Promoting inclusive practices to support the needs and abilities of all learners
- v. Being fair and effectively managing my assumptions and personal beliefs

3. Commitment to families and Wha-nau:

Teachers respect the role of learners' families and wha-nau in supporting their children's learning by:

- i. Engaging in relationships with families and wha-nau that are professional and respectful
- ii. Engaging families and wha-nau in their children's learning
- iii. Respecting the diversity of the heritage, language, identity and culture of families and wha-nau

4. Commitment to society:

Teachers will respect my trusted role in society and the influence I have in shaping futures by:

- i. Promoting and protecting the principles of human rights, sustainability and social justice
- ii. Fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society.

Standards for the Teaching Profession:

The standards for the teaching profession are made up of six standards that provide holistic descriptions of what high-quality teaching practice looks like and what it means to be a teacher in New Zealand. The standards are purposely designed at a high level so every practitioner can apply them to suit the context they are working in. standards for the teaching profession are:

1. Te Tiriti o Waitangi Partnership:

Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand

2. Professional learning:

Use inquiry, collaborative problem solving and professional learning to improve professional capability to impact on the learning and achievement of all learners.

3. Professional relationships:

Establish and maintain professional relationship and behaviors focused on the learning and wellbeing of each learner.

4. Learning-focused culture:

Develop a culture that is focused on learning and is characterized by respect, inclusion, empathy, collaboration and safety.

5. Design for learning:

Design learning based on curriculum and pedagogical knowledge, assessment information and an understanding of each learner's strengths, interests, needs, identities, languages and cultures.

6. Teaching:

Teach and respond to learners in a knowledgeable and adaptive way to progress their learning at an appropriate depth and pace.

The purpose of the standards for the teaching profession are to:

- Describe the essential professional knowledge in practice and professional relationships and values required for effective teaching
- Promote high-quality teaching and leadership for all learners across all education settings
- Set the standard expected for teachers to be issued with a practicing certificate
- Provide a framework to guide our career-long professional learning and development as a teacher

- Promote the status of the teaching profession through making explicit the complex nature of teachers' work
- Strengthen public confidence in the teaching profession

Topic 128

Professional Standards for Teachers in Philippine

Introduction:

Teachers play a crucial role in nation building. Through quality teachers, a nation can develop holistic learners who are:

- Steeped in values
- Equipped with 21st century skills
- Able to propel the country to development and progress

Evidence show unequivocally that good teachers are vital to raising student achievement, i.e. quality learning is contingent upon quality teaching. Hence enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building.

Professional Standards for Teachers in Philippine:

The Philippine professional standards for teachers, which built on NCBTS (National Competency Based Teacher Standards), complements the reform initiatives on teacher quality from pre-service education to in-service training.

This set of standard makes explicit what teachers should know, be able to do. Value to achieve competence, improved student learning outcomes and eventually quality education. It is founded on teaching philosophies of learner centeredness, lifelong learning and inclusivity among others.

The professional standards therefore, become a public statement of professional accountability that can help teachers reflect on and assess their own practices as they aspire for personal growth and professional development. These standards defines teacher quality and describe the expectations of teachers.

At the same time, the standards allow for teachers' growing understanding, applied with increasing sophistication across a broader and more complex range of teaching/learning

situations. There are basically 7 domains that are required by teachers to be effective in the 21st century in the Philippine.

Domain 1: Content Knowledge and pedagogy

It is composed of seven strands:

1. Content knowledge and its application
2. Research based knowledge and principles of teaching and learning
3. Positive use of ICT
4. Strategies for promoting literacy and numeracy
5. Strategies for developing critical and creative thinking
6. Mother tongue, Filipino and English in teaching and learning
7. Classroom communication strategies

Domain 2: Learning Environment

It consists of six strands;

1. Learner safety and security
2. Fair learning environment
3. Management of classroom structure and activities
4. Support for learner participation
5. Promoting of purposive learning
6. Management of learner behavior

Domain 3: Diversity of Learners

It consists of five strands:

1. Learners' gender needs, strength, interest and experiences
2. Learners' linguistic, cultural, socio-economic and religious backgrounds
3. Learners with disabilities, giftedness and talents
4. Learners in difficult settings
5. Learners from indigenous groups

Domain 4: Curriculum and Planning

It includes five strands:

1. Planning and management of teaching and learning process

2. Learning outcomes aligned with learning competencies
3. Relevance and responsiveness of learning programs
4. Professional collaboration to enrich teaching practice
5. Teaching and learning resources including ICT

✓ Domain 5: **Assessment and Reporting**

It is composed of five strands:

1. Design, selection, organization and utilization of assessment strategies
2. Monitoring and evaluation of learner progress/achievement
3. Feedback to improve learning
4. Communication of learner needs, progress/achievement
5. Use of assessment data to enhance teaching and learning

Domain 6: **Community Linkages and Professional Engagement**

It consist of four strands:

1. Establishment of learning environments responsive to community context
2. Engagement of parents and the wider school community in the educative process
3. Professional ethics
4. School policies and procedures

Domain 7: **Personal growth and Professional Development**

It contains five strands:

1. Philosophy of teaching
2. Dignity of teaching as a profession
3. Professional links with colleagues
4. Professional reflection and learning to improve practice
5. Professional development goals

Topic 129**Professionalism Standards for Teachers in Pakistan****Introduction:**

Government of Pakistan is committed to improving the quality of education, which depends upon the quality of teacher education. In order to enhance the quality of teachers, professional Standards for Teachers (NPSTs) were developed.

These standards were developed by Policy and Planning Wing, Ministry of Education, Government of Pakistan February 2009 with the technical support of USAID.



Standard 1: Subject matter knowledge
Standard 2: Human growth and development
Standard 3: Knowledge of Islamic ethical values/social life skills
Standard 4: Instructional planning and strategies
Standard 5: Assessment
Standard 6: Learning environment
Standard 7: Effective communication and proficient use of information communication technologies
Standard 8: Collaboration and partnerships
Standard 9: Continuous professional development and code of conduct
Standard 10: Teaching of English as second/foreign language (ESL/EFL)

Standard 1: Subject Matter Knowledge

Teachers know and understand:

- In depth knowledge of the subject matter
- Basic concepts, theories, history of the subject
- The new emerging concepts at national and international levels
- The relationship of the subject to other disciplines and its usability

Standard 2: Human Growth and Development

Teachers know and understand:

- How students construct knowledge , acquire skills and develop habits of mind

- Individual differences among students
- Diverse style of learning
- Motivational strategies
- Ways to treat all students fairly

Standard 3: Knowledge of Islamic Ethical Values/Social Life Skills

Teachers know and understand:

- The Islamic code of conduct in light of Quran and Sunnah
- The values which are globally accepted
- Essential principles of Islamic values in the textbooks
- Create a safe and secure learning environment

Standard 4: Instructional Planning and Strategies

Teachers know and understand:

- The aims, goals and objectives of education as well as of curriculum for specific subject
- How to plan instructional strategies based on students' needs, development progress and prior knowledge.
- General as well as specific methods of teaching

Standard 5: Assessment

Teachers know and understand:

- Different types of assessments to assess students' learning
- The results of assessment to evaluate and improve teaching
- The belief that students' deficiencies are opportunities for learning
- Fair assessment and reporting to students and families

Standard 6: Learning Environment

Teachers know and understand:

- How learning takes place in classrooms

- How the classroom environment influences learning
- How classroom participation supports student's commitment
- The role of students in promoting each other's learning

Standard 7: Effective Communication and Use of ICT

Teachers know and understand:

- The importance of verbal, non verbal and written communication in education
- How to use computers as instructional, research and evaluation tool
- How to use available diverse technical tools such as videos, cameras etc

Standard 8: Collaboration and Partnership

Teachers know and understand:

- The importance of effective school-home interactions
- Different approaches to collaborate effectively with parents, professionals and community
- Recognizing the role of parents, guardians and other family members as a child's teacher

Standard 9: Continuous Professional Development and Code of Conduct

Teachers know and understand:

- The demands of a professional code of conduct
- Use of educational research as a means for continuous learning, self assessment and development

Standard 10: Teaching of English as Second/Foreign Language

Teachers know and understand:

- Status of English language in Pakistan
- Strategies to enhance "learning in English" and "learning of English" as language
- Identify and analyze learning difficulties in English language
- Use of simple English language along with supportive use of Urdu for effective teaching and learning purpose

Lesson No. 41**(Topics 130 131, 132, 133, 134)****Topic: 130****Society, Culture and Teaching Profession****Introduction:**

- The term society and culture are widely used today as a scientific concept by most of the social scientists.
- Education is the process by which **cultural heritage** is transmitted from one generation to another.
- In fact, it is the society's culture that forms the content of its educational programs.
- the values that the school transmits can be seen as the culture of the society.
- It is culture that forms the content of education.

Society

- **A society is a group of individuals knit together through a common set of:**
 1. Believes
 2. Morals
 3. Ideas
 4. Values
 5. History
 6. Life experiences and
 7. Social environment

Culture include:

- **Arts collectively**
 - Art, music, literature, and related intellectual activities considered collectively.
- **Knowledge and Sophistication**
 - Enlightenment and sophistication acquired through education and exposure to the arts.
- **Shared beliefs and values of group**
 - The belief, customs, practices, the social behaviour of a particular Nation or people.

What is culturally responsive teaching profession?

- Learning is both a cognitive and social and emotional process
- Culturally responsive teaching is using the cultural knowledge, prior experiences and performance styles of diverse students to:

- Make learning more appropriate and effective for them; it teaches to and through the strength of this student (Gay, 2000).

Geneva Gay (2000), defined culturally responsive teaching as:

1. Validating the values, prior experiences, and cultural
 2. Having knowledge of students
 3. Comprehensive
 4. Transformative
 5. Emancipatory
- Culturally responsive teaching profession is a pedagogy that recognizes the
 - Importance of including students' cultural reference in all aspects of learning
 - Teachers as a professional have a moral and ethical responsibility to help all children reach their potential
 - No child should sit on the margins, feeling ETA physically or socially isolated from the rewards of learning

Teacher as professional are culturally responsive when they:

- Hold all students to high standards.
- Make learning challenging
- Engage all learners
- Have an understanding and incorporate student's various cultural backgrounds
- Make connections between classroom and the world beyond.
- Culturally responsive teaching reflects democracy at the highest level.
- It means doing whatever that is possible; to ensure that every child is achieving and
- Ever moving towards realizing his/her potential.
- School must take a serious look at their curriculum, pedagogy, and hiring practices and
- All other policies that create a school climate that is either empowering or disempowering.

Buildings on students' personal and cultural strengths:

- Helping student access prior knowledge and beliefs.
- Building on students' interests and students' linguistic resources.
- Using examples and analogies from students' lives.
- Using appropriate instructional material
- Creating different paths to learning by using varied instructional activities.

Professional teachers need to:

- To reflect on teaching experiences to determine what works
- Don't automatically misinterpret cultural differences as misbehaviour (for example explain speaking out and turn-taking rules).
- Set and provide clear Expectations and provide meaningful feedback
- Learn things about the students, individually and collectively, including cultural and individual life circumstances.
- Provides a structured, but flexible learning environment
- Develop an awareness about the impact of culture on learning
- Help students to succeed without losing their cultural identity
- Respect cultural differences and understand that
 - These differences are not deficits.
- Provide hands-on, activity-based instruction.

Conclusion:

- The type of education needs to be given which must have its utility value that may be able to fulfil, individual social and national needs.
- It means all around development of a person who is self-aware and self-dependent.
- One who can make better self-better surroundings and who can shape a better history of humanity.
- Teachers as professional are the changing agents in the education field
- Social norms and cultural values are considered part of professional and social life transferred from a teacher to student
- It is teacher who prepare students to behave appropriate within campus and in the society
- Therefore, choosing the teaching as a profession,
- Teachers are responsible for introducing educational diversity in the classroom, and
- Integrating meaningful uses of technology to ensure effectiveness of teaching learning process.

Topic:131**The Role of Distance Learning in Teachers' Professional Development**

Introduction:

- With the development of new technologies particularly the use of computers for educational purpose distance education has been transformed dramatically
- Computers and access to the internet are certainly having serious impact on the structure of teacher professional development as well.
- For example in online professional development, the delivery course content via the internet or CD-ROM etc.
- There is no doubt that making professional development accessible On the web allows more flexibility and freedom to a teacher
- Now, teachers can assess the information, participate in discussion groups and work on specific projects at their own pace and according to their own schedule.
- It offers a professional development where computers and Distance learning program are instruments which facilitate the sharing of information and engage in dialogue.

Effectiveness of distance learning on teacher professional development

- the effectiveness and advantages of distance learning on teacher professional development are based on the following elaborated inputs
 1. Context
 2. Goals plan and implementation process
 3. Knowledge and belief
 4. Strategies
 5. Critical issues

1. Context

- Context is complex composed, of many interconnected and dynamic influences,
- Several different factors that could be assessed are the state of practice,
 - ✓ including curriculum, instruction, assessment, policies, learning environment and
 - ✓ available resources such as time money, expertise of the available professional developer's community support structure are organizational culture.

2. Set Goals Plan and Implementation Process

- This component follows a logical sequence from goal setting to planning, implementing and reflecting.
- A brief assessment of each of the face of implementation is expected in order to identify the impact of distance learning programme on teacher professional development.

- If professional development is effective, two kinds of goals are necessary goals, for students and goal for teacher
- Goals for teacher flow directly out from goals for students.
- Goals for students are informed by referring to standard and data about teacher performance needs and available support.

3. Knowledge and Belief

- On the basis of their knowledge experience and believe teachers are ready to participate and ready to face barriers
- They know the importance of learning by distance they feel a sense of urgency to make change for the sake of the students.
- Professional developers should clarify and articulate their beliefs, as these beliefs become the “conscience” of the distance education program.

4. Strategies

- Another important input to consider in assessing professional development programme is distance learning strategies.
- These are sets of condition for sixes and implementation process in general such as:
 - ✓ Mode of instructional delivery
 - ✓ Radio
 - ✓ Television
 - ✓ Internet
 - ✓ written and recorded materials

5. Critical Issues

- In assessing professional development programs, there are several issues that seem critical to success of the program everywhere regardless of the context.
- These issues are professional cultural, leadership, capacity building for sustainability, time evaluation and assessment.
- These issues should be anticipated and tackled in initial designing of the program.

Uses of Distance Learning for Teacher Training

- Distance education is frequently used in teacher training for some reasons.
- First, countries can prepare a great number of teachers for:
 - ✓ Teaching profession,
 - ✓ Raise their professional quality
 - ✓ and their level of education

- Secondly, teacher do not have to leave their work while studying by means of distance education. Thus, education in school goes on without interruption.
- Thirdly, formal education benefit from teaching materials approaches, method and techniques used in teacher training programs through distance education are also utilised in residential education.

Conclusions

- Distance education is used to support teachers' career development.
- When teachers aim to improve their qualities or want to be expert teacher the Inspectors shortly,
- When teacher's need new skills, they benefit from distance education.
- It is used to support teachers' career development both through structured program design for specific groups of teachers, and by providing opportunities for individual teachers to raise the level of their qualifications.
- When teacher training is seen insufficient in terms of duration.
- Distance education it used in order to enhance teacher skills by providing them a flexible learning environment.

Topic 132

Quality Indicators of Distance Learning in Teaching Profession

Introduction

- In order to improve the quality of distance learning program, it is important to know what quality it is and how to assess quality in distance learning.
- Oblinger (1998) probed, the indicators to measure the quality for example is quality measured by library volumes, for clarity rank,
- Instructional methodology, contact hours, class size, or student Grade Point Average?
- These are types of questions that are pondered in the field of distance learning and they serve to highlight the difficulty in providing a Universal definition for quality.
- Because the meaning of quality can change for different stakeholders (student, faculty members, administrator, instructors, etc.)
- According to different literatures quality indicators of distance learning include the following:
 1. Student teacher interaction
 2. Active learning techniques
 3. Prompt feedback
 4. Respect diverse ways of learning

5. Student support services
6. Program evaluation and assessment
7. Clear analysis of audience

1. Student teacher interaction

- There are numerous types of interactions in distance learning such as:
 - ✓ Student-student interaction
 - ✓ Teacher-teacher interaction
 - ✓ Teacher-content interaction
 - ✓ Student-content interaction
 - ✓ Student-teacher interaction

(Anderson 2003).

- Among these all types of interactions most often cited is student- teacher interaction.
- Many of the pedagogical benefits of student-teacher interaction,
- Especially those related to motivation and feedback are as follow, these interaction are:
- Equally relevant in classroom based activities and distance learning.
- Courses coordinators and program developers should design distance learning courses to:
 - ✓ Promote and facilitate healthy interactions between the learner and the teacher.

2. active learning techniques

- Active learning strategies are those that involve “students’ in doing things and thinking about the things they are doing.
- It involves the students’ engagement in interactive activities that can lead to increased enthusiasm as well as increased achievement beyond course expectations.
- Active learning techniques in the required creative adaptation to fit the delivery medium used in distance learning.
- Distance courses should include both the didactic and active individuals and open collaborative learning activities.

Didactic

- ✓ Reading, PowerPoint
- ✓ Narrated or recorded lectures
- ✓ Podcast and video clips

Group case studies for project

- ✓ Group case studies or project

- ✓ Discussion
- ✓ Role playing
- ✓ Cooperative games

Active individuals

- ✓ Simulations
- ✓ Games and puzzles
- ✓ Research a creative project
- ✓ Case study that other problem-solving activities

3. Promote feedback

- Feedback is described as any communication or procedure to inform a learner about the accuracy of the response and a promote feedback to students is a key quality indicator of distance learning programs.
- According to Sherry (2003) communication from faculty that directly engage students offer timely feedback may contribute to interchanges and the student subsequent success in the course.

4. Respect Diverse Ways of Learning

By respecting the diverse ways of learning; students learn to build a repertoire of approaches to learning

- So that they can learn to learn under a variety of circumstances that life will surely bring.
- The respecting different ways of learning involves the way of helping students learn to become more flexible in their approaches across the variety of learning settings they are sure to face.

5. Student Support Services

- Student support services, such as admission services, library, access and services, financial aid, and advisement to meet the
 - “Cognitive, affective, and administrative needs of the student” are vital to the success of any Distance learning program.
- Although many distance learning related support services are controlled and maintained by the organization,
- The program planners should explore strategies to provide student support services equitably.

6. Programs Evaluation and Assessment

- Evaluation and assessment of instructional techniques in distance instruction are critical in improving and ensuring quality.

- Institutions should conduct sustained, evidence-based and participatory inquiry to ensure that either objectives are achieved or not.
- The results of such enquiry could be used to guide
 - ✓ Curriculum design
 - ✓ Delivery
 - ✓ Pedagogy
 - ✓ Assessment procedure
 - ✓ Future policy
 - ✓ And budget etc.

7. Clear Analysis of Audience

- For the institution, faculty, and student it should be carried out.
- There is need to identify the
 - ✓ Characteristic
 - ✓ Geographic location
 - ✓ Available Technologies and
 - ✓ Goals of the learner

Topic 133

Procedures, Pressures and Possibilities of Professionalism

Introduction

- Teacher education is currently facing a number of tensions; as pressures have come from many quarters in the last decade.
- Below are some of the pressures that teacher all over the world face during their professional career.

Teacher Quality

- Specifically, the most Intense focus is being placed on the issue of teacher quality.
- over the past several years, a new consensus has emerged that teacher quality is one of the most significant factors in students over for achievement and educational improvement (Smith, 2004).
- In a certain sense, of course this is good news which simply affirms what most educated have believed for years: teacher work is more important in students' achievement and in their life chances.

Varied Demographic Condition

- The issue of increasingly varied demographic conditions has led students from different backgrounds to study in a single classroom. With the associated need for teacher to deal with diversification, whether they like it or not has created new complexity.

Shortage of Teachers

- The student and teacher ratio are a challenge and most of the parts of the country face challenge of the shortage of teachers.
- Internationally, the teacher shortages in some parts of the world has led to the possibility of teachers moving from one country to another.

Blamed for Lack of Student Performance

- The teachers increasingly are blamed due to poor student academic performance,
- Teacher educators are targeted due to the problems associated with issues that become the reason of low level of student achievement.

Globalization vs Diversity

- Key issues related to globalization verses diversity. These issues have highlighted the need for:
 - ✓ High quality pre-service programs,
 - ✓ Well managed and supported integration of new teachers into the teaching force and ongoing professional development for that workforce
- It further lead to two of the major factors that will be imperative for teaching profession in the future.
- These factors demand teacher to
 1. become a consistent, reflective practitioner
 2. use rapidly developing technologies in an increasingly effective Manner, for promoting high quality student learning.

Lower Status for Teacher

- In many cases a lower status for teachers leads an unwillingness on the part of young people to enter the profession.
- In order to overcome this, alternative ways of certifying teacher have emerged.
- Raising the academic standards for teacher and lowering the status are keeping many talented people out of the teaching profession.
- At the same time, many governments because of the shortage of teacher available, are setting up alternative method for people to enter the teaching force.

Some of these alternative programs involve:

- ✓ A short academic training in the practice of pedagogy
- ✓ Temporary certification
- ✓ Alternative program

Isolation

- Many teachers feel a sense of isolation from the rest of the school as they are required to:
 - ✓ prepare their own classroom and lessons,
 - ✓ handle personally what happens in each class on their own without reaching out to others for support and help.
- This sense of isolation can lead to teacher's skills burnout.

Advocacy

- As every person has different values, naturally there are some subjects that are considered less valuable by students', parents, and even by teachers.
- Teacher of these subjects must be prepared to advocate for their subject and describe its benefits and importance to others.

Conclusion

- As the area of teacher education is currently facing a number of tensions due to pressures coming from many perspective
- Therefore, many governments are setting up alternative method for people to advance themselves professionally
- The aim is to minimizing pressures associated with the profession.

Topic 134

Professionalism and Self-Efficacy of Teacher

Introduction

- Self-efficacy is the belief of the individual about organising and applying necessary activities to succeed in a certain subject (Zusho, Pintrich, & Coppala, 2003).
- It is also defined as teacher's personal belief as to his/her ability to perform special teaching activities belonging to a specific situation in a determined quality.
- The self-efficacy of teacher has power to affect the many aspect of teaching-learning activities as to:
 - ✓ Planning teaching events
 - ✓ Choose activities,
 - ✓ Ensure class discipline, and
 - ✓ Select a suitable test cases for measuring the level of product's change

- ✓ Motivate students, and
- ✓ Get pleasure from teaching

Teacher with High Self-Efficacy

- Teacher with high self-efficacy seem change oriented and carry on teaching learning activities keeping in view the student-centred approaches (Kortut & Babaogan, 2012).

Self-Efficacy Beliefs of Teacher

- Self-Efficacy beliefs of teacher create awareness about
 - ✓ Factors influencing quality of teaching learning period,
 - ✓ Strategy to be used,
 - ✓ process techniques
 - ✓ tools and supply
 - ✓ participation of students to the lessons (Akkus. 2013).
- Teacher self-efficacy beliefs take place in front Rows, among those factors, which impress success highly in teacher's career.
- A Teacher self-efficacy belief should be high except professional knowledge in teaching profession to be
 - ✓ Successful and
 - ✓ Productive

Self Efficacy and Implication for The Design of Inservice Teacher Training

- self-efficacy can be:
 - ✓ An important predictor of teacher success in in-service training
 - ✓ A valuable process variable to be considered during training
 - ✓ A desirable outcome of in-service training.
 - ✓ The development of teacher self- efficacy through in-service training is important not only for immediate outcomes,
 - ✓ But also, such an approach lays the foundation for continuous improvement in teacher effectiveness

Building teachers self-efficacy through in-service training

- The implication of inactive mastery for in-service teacher are actively straight forward.
- the goal should be to design and implement in service training that assures teacher will get adequate opportunities to master new teaching techniques and content before they are expected to implement them in the classroom.

- The enactive mastery component of in-service training is of critical importance and reflect that the
- Application of learning during training should be both well planned and challenging.
- Task variety and ordering should be important elements in training settings
- In which teachers are pushed to use new skills immediately.
- Vicarious experience capitalizes on the notion that an individual self-efficacy belief can be enhanced through the observation of a significant model engage in an activity that they perceive as being aligned with their needs and capabilities.

Role of Self-Efficacy in Career Decisions

- In social cognitive career theory (SCCT) self-efficacy beliefs contribute to the explanation of the:
 - ✓ Development of an individual career interests,
 - ✓ Occupational and educational choices,
 - ✓ Success in academic and career engagements (Brown & Lent, 2006).
- SCCT explains the process by which an individual occupational related goal influences his or her decision to pursue a career path.
- Self-efficacy beliefs influence pre-service and in-service teachers' decisions to pursue a career in teaching and remain in profession.

Commitment to The Teaching Profession

- Commitment to teaching profession is much likely any other occupational commitment.
- This is psychological Bond that an individual has with teaching as a:
 - ✓ Role, occupation and
 - ✓ institution (Chesnut& Chullen, 2014).
- Ware and Kitsantas (2007) have reported a higher level of commitment of teacher when they have efficacy to
 - ✓ Garner the support of their principals,
 - ✓ Influence policies at the workplace and
 - ✓ Control instruction in their classes.
- When teacher feel that they cannot control the terms of the work,
- the sense of their powerlessness causes results in disassociation form the product of work, including educational outcome of students and avoidance of new work challenges.

Conclusion

Self-efficacy of teacher is a personal belief or their ability to perform special teaching activities in an appreciable way. This belief can contribute a lot in upgrading teachers' work performance and ultimately the academic performance of students.

Lesson No. 42

(Topics 135, 136, 137, 138, 139)

Topic 135

Teachers Development and Establishment of Effective Employment Conditions

Introduction

- Effective development of Inservice teacher demand both;
 - ✓ More and different form of professional development
 - ✓ As well as appropriate career structure and career diversity.
- More effective form of development tends to be welcomed by teacher themselves
 - ✓ who are often willing to contribute to the cost of such education?
 - ✓ in term of money and time.
- Effective individual professional development resides
 - ✓ Along collective learning
 - ✓ with teacher exchanging ideas
 - ✓ collaborative attitude to improve classroom practices
- But this all remains too rare
- The existing teaching force can be supported through flexible approaches to career development and Employment conditions.
- While jobs for life are becoming increasingly rare, having opportunities to work part-time and to develop careers in new ways can
 - ✓ help to improve the attractiveness of the profession (Schleicher & Andreas 2011).
- Improvement must come partly
 - ✓ Through the transformation of present teaching force
 - ✓ With features expected to be able to adapt new knowledge and demand during their career

Meeting the need for professional development

- The requirement of teachers change continuously so pre-service education is not enough
- Continuous professional development is needed to update skills and knowledge in range of ways
- In many countries the role and functioning of schools are also changing
- They are asked to teach in increasingly multicultural classroom
- In classes, teachers are expected to place greater emphasis on integrating the
- Both type of learning needs of special student i.e. (needs due to special difficulties and need with special talents)
- They need to make more effective use of information and communication technologies for teaching

- They are required to be engaged actively in Planning within evaluative and accountability framework
- They are asked to do more to involve parents in school
- The development of teacher beyond their initial education can serve a range of purposes including:
 - Updating individual's knowledge of a subject in the light of recent advances in their relevant area
 - Updating individual skills and approaches in the light of innovative teaching techniques and objective new circumstances and new educational research
 - Enabling individuals to apply changes made to curriculum for other aspect of teaching practice
 - Enabling School to develop and apply new strategies concerning the curriculum and other aspects of teaching practice
 - Exchanging information and expertise among teachers and other for example Academics and Industrialist
 - Helping low performing teachers to become more effective

Key to Successful Professional Development

OECD research (2011) identifies several aspects to central to successful professional development

- ✓ Well-structured and well resource induction program
- ✓ effective professional development needs to be ongoing include training practice and feedback
- teacher development needs to be linked with wider goal of school and system development
- A need to re-examine structures and practices that inhabit interdisciplinary practices
- Fostering an environment for effective teacher collaboration

Establishing Effective Employment Conditions

- The predominant model for teacher employment in OECD countries is “career-based” and “Public Service” in which country is competitive.
- Under career-based systems, the risk is that the quality of the teaching force depends excessively on getting initial recruitment and teacher education right.
- Career advancement can become heavily dependent on adhering to organisational norm
 - ✓ which helps to ensure uniformity and predictability of service and a strong group ethos

- But it can make systems inflexible to change and ill-equipped to serve diverse needs and different setting
- In some countries public servant are required to apply for specific position by showing that their competence is match specific job requirements, rather than having a guaranteed career.
- Another approach is to introduce move contract or temporary employment position in parallel with carrier-based system.
- In many successful systems, school have become more involved in staff management; and this act
 - ✓ Open up possibilities for external recruitment
 - ✓ Give local manager more scope for personal decisions and
 - ✓ Enable institute to ensure management by objective
- Probationary period can be crucial in ensuring that suitable people become teacher
- Education system could become more dynamic
- If teacher become more vigorous (Schleicher & Andreas 2011).

Conclusion

- Effective individual professional development resides alongside collective and cooperative learning
- In order to become successful in the carrier teacher are expected to get engage in professional development learning communities/ programs.

Topic 136**Equity and Teacher Professionalism****Introduction**

Teachers often require greater support to meet the diverse needs of the student.

There are three domains to the PO teacher professionalism (OECD, 2016) i.e.

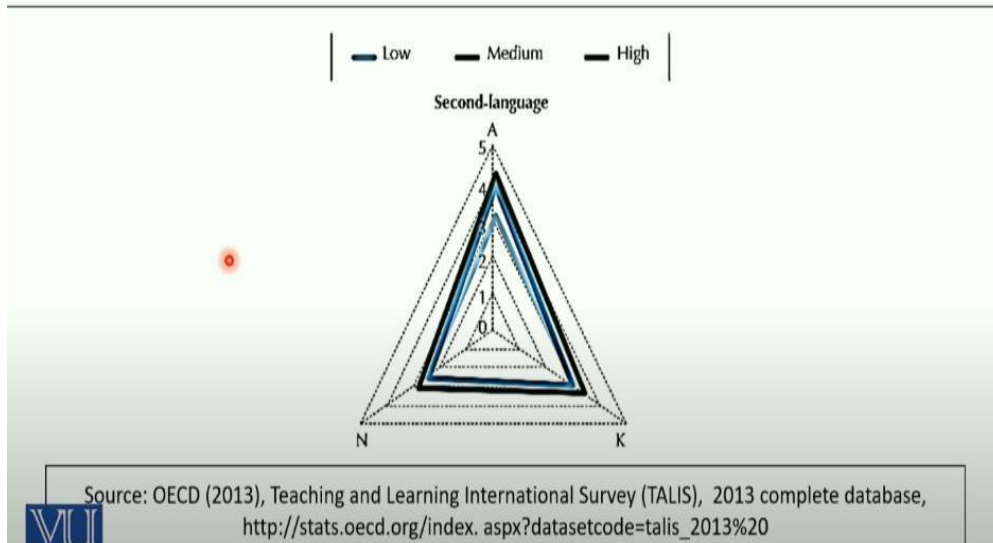
- i. Knowledge(K)
- ii. Autonomy(A)
- iii. Network(N)

- More equitable patterns of support for teacher professionalism are found in systems that are supporting their teacher in at least one domain of professionalism.
- Equal patterns are found in systems where neither a support gap nor a support at advantage is present.
- Less equitable patterns are available in those countries which support gaps in at least one domain of teacher professionalism.
- Replacement patterns of support are present in those countries where both things are available for teachers i.e. support advantages and support gaps.

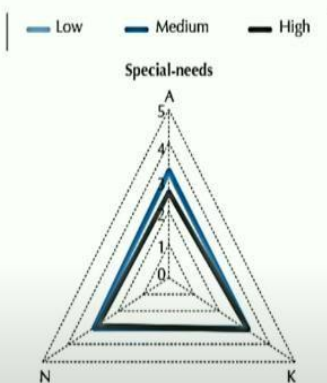
Equity Patterns by Second Language Concentration

- In more equitable pad prints additional support is provided to teachers regarding second language
- Significant advantages are present and for teachers across all teacher professionalism domain
- Greatest advantage is found in the autonomy domain
- It is prevailing in in Latvia, Australia, Spain, Sweden etc.

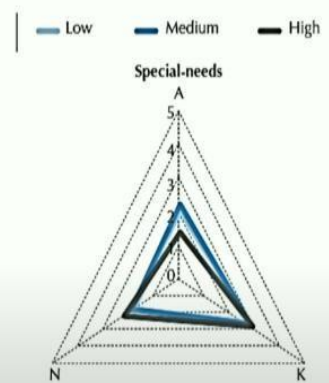
Significant advantages in all domains (Knowledge, Autonomy, & Networks)



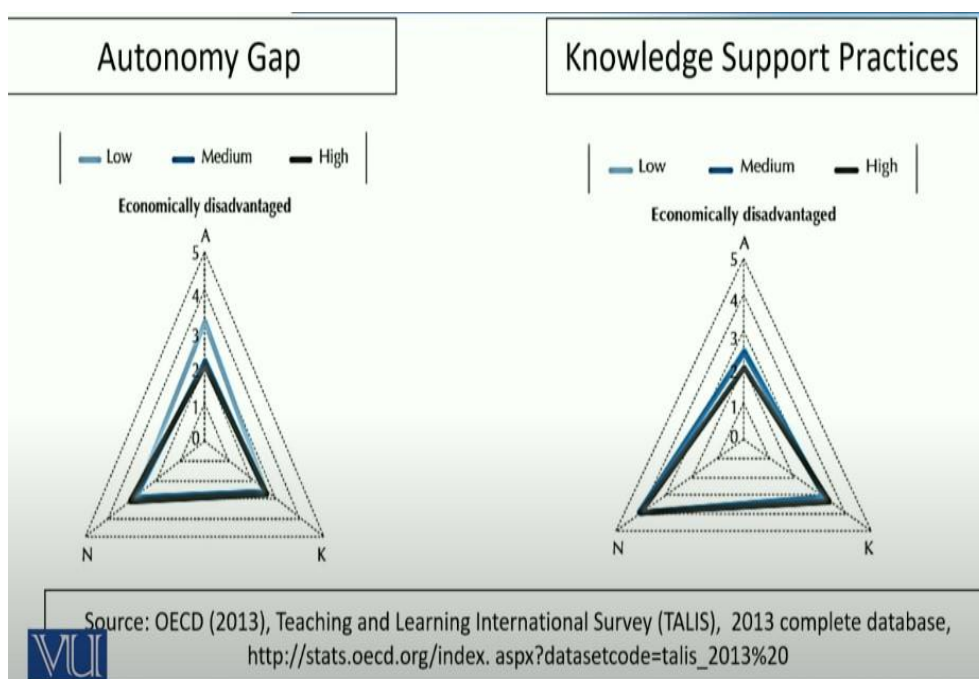
Autonomy Gap



Network Support Practices



Source: OECD (2013), Teaching and Learning International Survey (TALIS), 2013 complete database, http://stats.oecd.org/index.aspx?datasetcode=talis_2013%20



Three basic equity patterns in teacher professionalism are, equity patterns by:

1. Second language concentration
2. Special-needs centration
3. Social-economically disadvantage concentration

These patterns are being practiced by various countries keeping in view the ratio of students related to these specified groups

Topic 137

Effectiveness of Distance Learning on Teachers' Professional Development

Introduction

- It is obvious fact that high quality teaching is dependent on high quality professional development activities
- And high-quality professional development programs always require adequate time and sufficient resources (Burns, 2011)
- For having high quality teacher than high level of student's achievement, all concerning authorities are expected to:
 - ✓ provide their Teacher's time release and adequate support for enhancing their qualification
 - ✓ Arrange rigorous and extensive professional development sessions

Role of Distance Education in Teacher Professional Development

- Programs based on distance learning can motivate teachers to hold their destination by:
 - ✓ Designing high quality learning experiences
 - ✓ Practice in derivative in structural strategies and ways of assessment
 - ✓ Interacting with experts in online learning communities
 - ✓ Motivating teacher and learner to remain involved in off campus learning activities
 - ✓ Offering ongoing learning support keeping in view emerging educational trends
 - ✓ Providing access to accurate content
 - ✓ Enabling them to select appropriate technologies for ensuring concept clarification of students

Professional Development of Distance Instructors

- i NACOL (International Association for K-12 Online Learning) has set standard for professional development of online instructors
- These standards foster the idea that professional development programs must:
 - ✓ focus on developing instructional capabilities of teachers
 - ✓ focus on developing they content selection and content organisation related skills
 - ✓ Familiarize them with innovative assessment technique
 - ✓ Provide them timely and meaningful feedback
 - ✓ Develop the skills of writing effective reflections
 - ✓ Promote the habit of interaction and collaboration (i NACOL, 2008)

Qualities of Good Instructor and Teacher Distance Education

- Instructor or teacher quality is considered one important aspect for ensuring the quality of distance education programme
- It has been declared by OECD (2008) that in order to be effective, a teacher must possess the five major characteristics (Darling Hammond, 2008)
- Teacher Must
 1. Have command on their content knowledge
 2. Adopt a planned and structured approach for instruction
 3. Have adequate knowledge about students learning styles
 4. Have ability to motivate students for making brilliant performances
 5. have high self-efficacy along with respectful and caring behaviour

Quality for Instructional Mode

- Though there are various mode for instructional delivery in teacher distance education
- But it is critically important for an instructor that
 - ✓ He/she must adapt that instructional methods which are aligned with
 - ✓ Institutionally approved method of instruction
- Various modes that may be used for instructional delivery in teacher distance education are:
 - ✓ Teaching synchronously or
 - ✓ Asynchronously
 - ✓ Sensible selection and use of technological gadgets
 - ✓ Teaching via video conferencing etc (Mensah, Acheampong, & Adarkwh, 2016)

Quality for Instructional Design

- Selection, organisation, Sequencing, and assessment of content all are important component of an instructional design
- It is particularly important to ensure better quality of instructional design in teacher distance education as
- In these program experiences of students are entirely mediated through some sort of technology
- Some key characteristics of an effective instructional design are:
 - ✓ based on complete understanding of teaching learning process
 - ✓ encounter the needs of adult learners
 - ✓ ensure the link between theory and practice
 - ✓ address varied learning styles among students
 - ✓ flexible in term of delivery mode and content

Quality of Content

- Such type of content must be selected for teacher distance education programs that may:
 - ✓ provide in-depth knowledge of subject matter
 - ✓ enhances self-efficacy of teacher to teach with confidence
 - ✓ upgrade the level of program for proper certification

Quality of Student Assessment

- In order to develop higher order thinking skills among students
- Teacher distance education program must instruct and assess the learner in higher order ways
- They must develop they must develop abilities to

- ✓ To apply new information in their practices
- ✓ analyse different information

Quality of Student Support in Teacher Distance Education

- It is uniqueness of successful program that it provides ongoing support to its learner
- As in these programs, most of the student experiences are “very lonely”
- Therefore, difficulties regarding:
 - ✓ concept clarification,
 - ✓ use of technological tools
 - ✓ actual practice of innovative pedagogical approaches required adequate support.

Conclusion

- In the sphere of education, and adequate training of professionals and non-professional has fostered the
 - ✓ the concept of teacher distance education and Worldwide
 - ✓ this concept is gaining dynamic attention of educationist
- Therefore, it is recommended that due attention must be given to distance education programme for teachers’ professional development

Topic 138

Changing Role of Teacher: Beyond Classroom

Introduction

- Learning experiences outside the classroom are forms of experiential learning
- Teacher along with teaching and guiding their students play many other roles beyond classroom such as: Resource Provider, Educational Planner etc.
- Their roles are changing from:
 - ✓ Providers of answer to expert questioners
 - ✓ Solitary teacher to member of team
 - ✓ Total control of teaching environment to sharing as fellow students and
 - ✓ Provider of content to designer of learning experiences

Their role besides teaching learning activities can be elaborated by following our arguments:

1. Developing Social and Personal Skills

- Teachers are developing their social and personal skills for the betterment of their students,

- The effective teacher must be careful of the simple fact that children go to school for a living.
- School is their job, their livelihood, their identity.
- Therefore, the critical role that school plays in the child social development and self-concept must be recognised
- There is much more that the teacher can do to promote social development in the student
- Children tend to fall into four basic social categories in the school setting:
 - i. **Rejected**
 - ✓ This category includes to student who are consistently subjected to ridicule, bullying and harassment by classmates.
 - ii. **Isolated**
 - ✓ Students who, although not openly rejected, are ignored by classmates and are uninvolved in social aspect of school.
 - iii. **Controversial**
 - ✓ Students who have established a circle of friends based upon common interest or proximity but seldom move beyond that circle.
 - iv. **Popular**
 - ✓ Students who have successfully established positive relationships within a variety of groups.

2. Developing Observation and Perception Skills

- **Know your subject:** Teacher will learn more when they will notice more and read more about their subject.
- **Slow down and look out words:** Teacher should focus their attention to their surroundings for knowing how others teach. To know what are new skills and techniques to be adapted for better teaching.
- **Try something new:** Teacher must choose an activity that will engage their senses and heightened their awareness.
- **Improve their concentration:** It can be done by cutting out distraction.
- **Develop the observation and perception skills:** teacher much prefer to think creatively and reflect upon their work.

Challenge Themselves to A Mental Work Out

- Teacher should involve themselves doing some challenging task to improve their mental abilities.
- A smart and more responsive brain will help in developing observation skills

3. Adding Relevant and Meaning to Learning.

- **Use suspense and keep it fresh**
 - ✓ give your student Hints, and Clues not detail
 - ✓ let them try and come to the conclusions for learning innovative ideas
 - ✓ teacher should learn how to improve the readiness of their students.
- **Make it student directed**
 - ✓ Teacher should improve the students learning by giving them task
 - ✓ The task like lesson plan or involving them in research activity
 - ✓ And this way, they must understand the importance of lesson planning
- **Connect it to their life and what they already know**
 - ✓ Teacher should change their style of teaching by not always providing their students the answer but
 - ✓ They should give them a chance to think and teacher should learn to ask questions
 - ✓ They make at the learning capabilities of their children
- **Provide utility value**
 - ✓ Teacher should ask their students to think about the utility aspect of the subject to know that
 - ✓ What this subject is all about,
 - ✓ How we will use this subject in the future etc

Conclusion

- As in school, students, have diverse attitude, behaviour and aptitude to get enrolled,
- It is the responsibility of teacher to understand student's personality by observing them in out of class activities
- The aim should be ensuring their overall development

Topic 139

Teacher Professionalism and Dispositions

Introduction

- Teacher training program around the globe and emphasis to build knowledge, Skills and Disposition for teaching effectively.
- For teacher's professionalism and disposition, there are number of qualities i.e.
- It must be ensured that teachers:
 - ✓ Possesses integrity
 - ✓ Are highly motivated
 - ✓ Display perseverance
 - ✓ Exhibit self-control
 - ✓ Are punctual and reliable
 - ✓ Present a professional appearance and demeanour
 - ✓ Accepts responsibility
 - ✓ Evidence high academic achievement
 - ✓ Take initiative
 - ✓ Show maturity of judgement
 - ✓ Demonstrate sociability and advocacy for children

Some Other Indicators of Teacher Professionalism and Disposition

1. Reflecting on teaching
2. Maintaining accurate records
3. Communicating with families
4. Growing and developing professionally
5. Commitment to profession
6. Commitment to honoring professional ethical standards
7. Commitment to democratic values and social justice

1. Reflecting on teaching

- Teacher must reflect upon their teaching to express thoughts about study units
- These practices (where teachers are reflecting their lesson before during and after teaching) will help them to
 - ✓ state unit objective and is clearly so that lesson strength and weaknesses can be well understood

2. Maintaining accurate records

- Teachers job is not limited to teaching their students only but they carefully maintain student's assignment, project, progress in a very systematic and effective manner to
 - ✓ provide feedback on their learning performance.
 - Records maintenance help teachers to understand about learning difficulties of their students.
- 3. Communicating with Families**
- Teachers play an important role to communicate and co-ordinate with parents in order to
 - ✓ Know about student strength as well as weakness and
 - ✓ Engage family on terminal meetings to make instruction program effective
- 4. Growing and Developing Professionally**
- For growing and developing professionally, teachers are required to participate in teaching and learning related activities at school.
 - In this regard, teachers take guidance and consultant with expert to enhance their professional competencies.
- 5. Commitment to The Profession**
- Teachers in developing their professionalism and disquisition does many things such as
 - ✓ promoting model practice
 - ✓ excellence in teaching and learning
 - ✓ move forward to profession
 - ✓ involving in partnership
- 6. Commitment to Honoring Professional Ethical Standards**
- This aspect includes following characteristic:
 - ✓ Fearless
 - ✓ Honesty
 - ✓ Integrity
 - ✓ Trustworthiness
 - ✓ Confidentiality
 - ✓ Respect for colleagues and students
- 7. Commitment to Democratic Values and Social Justice**
- Teachers understand systematic issues that prevent them from full participation in teaching learning activities
 - Teachers have complete Awareness of practice is that the sustain unequal treatment for unequal voice

- Teachers are sensitive to community and cultural norms and contribute effectively in society reformation
- Teacher appreciate and integrate multiple perspective with the aim of renovating their teaching related expertise

Conclusion

- Teacher training program around the world are emphasizing to build Knowledge, Skills and Disposition for teaching effectively
- As researches have proven that teachers who are professionally groomed and have high disposition contribute positively in development of capable students.

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Lesson No. 43
(Topics 140, 141, 142, 143)

Topic 140**Teachers in Organization****Introduction**

- Teachers not only thought content to their pupils but along with it they are play the role of leader and manager in the organizations to bring change.
- This change is to provide better teaching learning environment.
- Teachers in organisation play a very effective role to:
 - ✓ eliminates the lack of clarity,
 - ✓ reduce stress,
 - ✓ reduce ambiguity, and
 - ✓ increased need for trust

Teacher's Role in Organisation

- There are some core components that teachers are performing in organisation for effectiveness:
 - ✓ Purposeful community
 - ✓ Leadership
 - ✓ Focus to improve research base environment
 - ✓ Magnitude of change
- For student's teacher diagnose there:
 - ✓ Home atmosphere
 - ✓ Prior knowledge
 - ✓ Intelligence
 - ✓ And motivation or
 - ✓ Readiness
- They also perform the role of leader and managerial roles.
- When teachers are in leading position they think about people and trust building.
- But when they are managing the things, they are concerned about:
 - ✓ Systems
 - ✓ Control
 - ✓ Procedure
 - ✓ Policies and structure
- Leadership role of teachers makes them to innovate and initiate the things, and
- Management makes them to cop and manage the status quo.

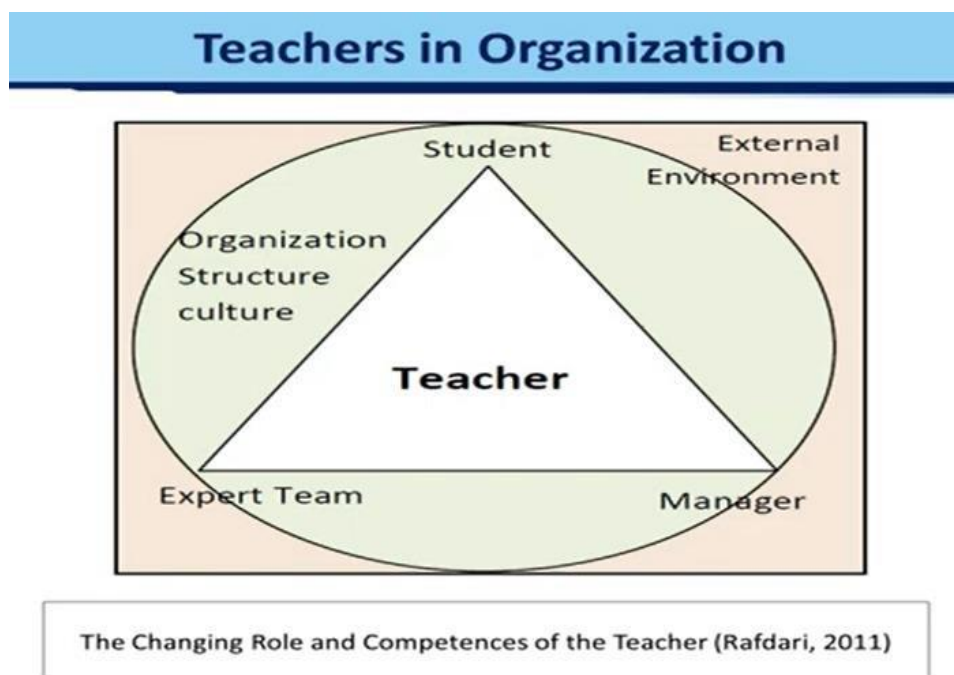
- Good teachers in the organisation are the backbone of the institution
- They possess following qualities:
 1. set goals and try maximum to achieve them
 2. advocate teaching
 3. accept changes effectively manage time
 4. good in networking (laankford,2006)

Change for Teachers

- For the teachers, change is mandatory growth is optional.
- Teacher find new idea for effective teaching, continue efforts and learn new method and skills to fulfil 21st century demand.
- Teachers are more professional when they are self-accountable to their teaching and organise themselves properly.

Qualities of Teachers in The Organisation

- Good at work
- Make mission and vision statement
- Positive attitude
- Integrity and confidence
- Time management
- Knowledge of standard
- Very much judgemental
- Have moral courage



Conclusion

- Teachers in the organization play several roles along with teaching,
- For showing effective performance, teachers need support and calibration of the principals and teachers
- Teacher of effective role within and outside the organization

Topic 141

Characteristics of a Successful Distance Learning Program

Introduction

- Distance education programs are playing an important role in the training of pre-service and in-service teacher
- For delivery of instructions stage program utilise various technological tools such as:
 - ✓ Audio/visual conferencing
 - ✓ internet
 - ✓ telecommunication etc.

Characteristic of Successful Distance Learning Programs

1. Well Design Courses

- Courses for these programs are extensively designed and planned (Lister, 2014).
- These courses clearly communicate teachers' expectation along with
- Detailed information about assignments/activities and their scoring.

2. **Interaction and Communication**

- These programs offer great opportunity for teachers and students to get engaged in active communication and interaction and this practice is a positive sign to ensure better performance of board in teaching learning process (Kebritch, 2014).

3. **Appropriate Instructor Training**

- It provides delivery platform for teachers with the aim of familiarizing them about the use of various technological tools (Andrade, 2015).
- It enables teachers to reflect on what works for a course and what does not, and consequently enable them to plan and design courses effectively.

4. **Student Characteristics**

- Distance education programs possess personal characteristics of students which ensure their academic success.
- Successful distance learners always seem:
 - ✓ Committed
 - ✓ Motivated
 - ✓ Efficient Time Manager
 - ✓ Having the Ability of Self-Management

5. **Flexibility**

- These programs:
 - ✓ Offer great flexibility for people who have busy and hectic schedules
 - ✓ Allow students to complete their tasks at their own pace
 - ✓ Help students to ensure a healthy balance between home obligations, school, and work

6. **Support**

- As adequate student support is considered a key element for the success of an educational program (Kebritchi, Lipschuetz, & Santiago, 2017).
- In these programs, instructors are readily available and respond to students' queries in an appropriate and timely manner.

Traits of Successful Distance Learners

Here are a couple of traits that have been found in most of the successful distance learners by adopting these habits and way of thinking one can dramatically increase his or her chances of educational success.

1. Proper Planning

- Actively taking time to organize once Life make and incredible difference in opportunities and ability to study and learn.
- Consider building case study plan or time table to develop this trait

2. Curiosity

- Distance learning succeed the most when they have a genuine interest in learning new things and expanding their Awareness of the world.
- They are required to choose topics not only the keeping in view their interest but they are required to be prepared to go outside from their comfort zone.

3. Open mindedness

- Open mindedness is that trait of understanding that there is almost always more than one point of view on any particular subject.
- It means being open to understanding and engaging with ideas, methods and activities, even when they came from areas of persons with whom you don't feel comfortable.

4. Mindfulness of Thought

- Improving the quality of your thinking process means being aware of things you are thinking.
- It is a discipline focused around recognizing when your brain is becoming distracted about less important things.

5. Knowing When to Stop

- As much as it is important to encourage students to test their learning limits, it is also necessary to understand that sometimes their brain won't cooperate.
- When they hit a wall, due to tiredness or work and family related stress and are unable to focus properly on their studies, they must be advised to take a break

Conclusion

- Programs of distance learning are offering exciting opportunities for both teachers and students. Therefore, it has become imperative for teacher educator to encounter all those issues that affects the quality of teaching and learning in these programs.

Topic142**Understanding Professional Identity in School-University Partnership****Introduction**

- The concept of Identity is Central to understanding the relationship between education and society. Teacher identity is generally understood as teachers “professional self” and how teachers feel or perceive themselves professionally as teachers.
- Pre-service teacher tends to have a simple the idealistic perception of teaching.
- It provides Framework for teachers to construct their own ideas of “how to be”, “how to act” and “how to understand” their work and their place in society.
- Importantly, teacher identity is not something that is fixed nor is it imposed; rather it is a negotiated through experience and sense that is made of that experience (Sachs, 2005).
- Teacher professional identity stand at the core of teaching profession
- There are **six factors to professional identity.**
 1. **Value**
 2. **Efficacy**
 3. **Commitment**
 4. **Emotions**
 5. **Knowledge and beliefs**
 6. **Micro politics**

Why teacher identity is important?

- “Developing an identity and teacher” is important part of securing teacher’s commitment to their work and adherence to professional norms.
- The identities that teacher develop shape their disposition about.
 - ✓ Where they place their effort
 - ✓ And how they seek out professional development opportunities
 - ✓ What obligation they see as intrinsic to their role.

Learning to teacher’s boundary crossing in School University partnership

- Teacher education has been long criticized for a perceived disconnect between university-based and school-based learning
 - ✓ Through conceptualizing the spaces of, and between, schools and Universities,
- The space theory encourages new ways of thinking about partnership, shared knowledge and ways of working.

Drawing on Engestrom's (1987) Activity Theory

- In university pre-service teacher education program, learning is seen to teach as
- Artifact- mediated action motivated by:
 - ✓ The collective object-oriented social learning activities within the university community.
- There are three basic activity systems for strengthening School-University partnership
 - ✓ **Activity system 1:** learning to teach process
 - ✓ **Activity system 2:** to expensive learning
 - ✓ **Activity system 3:** Co-learning activity system
- Detailed description of the system has been given below

Activity system 1

- The learning to teach process is embedded in the university community as a Holistic activity system with the student teachers being the subject of learning Activity.
- The relations between the subject and community are mediated by rules within the university.

Activity system 2

- The practicum is conceived as an “expensive learning” experience where student teacher learns to teach in the placement school,
- Which is community of an author learning activities system with its on object.
- The middle school student as their teaching object during the practicum.

Activity system 3

There is a need to form a new co- learning activity system with student teacher and their student being both

- ✓ The **subject** and **object** of activity system that is being negotiated and shared by all the community members.

Conclusion

If conflicts emerged during the practicum, they are likely to have arisen from the contradictions between interrelated components and the new activity and the unequal power relation between student teachers, mentors and supervisor. These contradictions are seen as the “driving force of change” in the activity system which also contribute to the transformation of pre-service teacher identities.

Topic 143**Learning to be Professional: Bridging the Theory-Practice Gap in Teacher Education****Introduction**

- The gap refers to the inconsistency that novice teachers encounter between the nature of the teacher preparation program and their experiences as licensed professionals

Approaches to understand theory and practice relationship

Carr (1990) identifies five approaches, each approach employs a particular view on theory, practice and relationship between the two

1. Common sense approach,
2. Applied science approach,
3. Philosophical approach,
4. Practical approach,
5. And critical approach

Bridging the Theory-Practice Gap in Teacher Education

Approach	Theory	Practice	Theory-practice relation	The "good" relation
Common sense	Theory is driven by practice and can be derived from the practitioner's understandings and insight.	Practice is seen as the expression of the practitioner's beliefs, concepts and understandings.	The theory derived from good practice is used to guide future practice $P \rightarrow T$	The practitioner masters skills from the already existing practical knowledge.
Applied science	Theory consists of abstract principles and generalizations based on empirical research.	Practice is a technical activity where ends defined beforehand are to be accomplished.	Theory is applied to practice as objective evidence from empirical research expressed as abstract principles guiding and regulating practice. $T \rightarrow P$	The practitioner uses the scientifically accredited guidelines in practice. The given ends are reached through the use of the applied science.
Philosophical approach	Theory consists of a philosophical understanding and the purpose of practice in the form of concepts and insights formulated by the theoretician.	Practice is a reflective practice based on pedagogical ideals articulated in relation to a "theory".	The theory provides the practitioner with concepts and insights that can articulate an understanding of the practitioner's role and the purpose of practice.	The practitioner can defend moral principles of practice. The practitioner makes practical choices that are in accordance with theoretical principles, values and ideas.

Bridging the Theory-Practice Gap in Teacher Education

Practical approach	Theory is a form of knowledge that is derived from a complex, social practice. It is a knowledge that is always insecure and incomplete.	Practice is a complex, social activity.	Theory informs the practitioner's understanding of what good practice is and offers ways of actions in practice that are right and righteous. $T \leftrightarrow P$ $P_1 \rightarrow T_1 \rightarrow P_2 \rightarrow T_2 \rightarrow$	"Defensible decisions". The practitioner can (morally) defend his or her actions in practice.
Critical approach	Theory is understood as an ideology-critical self-reflection. It is insights and understandings of contextual and ideological factors which influence practice.	Practice is a social practice which is culturally and historically embedded. Practice is always problematic.	The relationship between theory and practice is about ideology-critique where the practitioners engage in critical self-reflection and thereby enhance their consciousness and rational autonomy. $P_{1(not\ free)} \rightarrow T_1 \rightarrow P_{2(free)}$	The practitioner uses theory to reflect on practice in relation to contextual factors, habits, traditions and ideologies and thereby becomes liberated and conscious.

Problem that cause theory and practice gap

Van Hout-wolters (2007) identified four basic and interrelated problems that contribute to the gap and demonstrate the same phenomenon:

1. Educational research produces only a few conclusive result
2. And few practical result
3. Practitioner believe that educational research is neither conclusive nor practical;
4. Practitioner make little use of use of educational research.

A Seven principal Framework for teacher education to link theory and practice

1. an approach in which learning about teaching is enhanced through **pre-service teacher research**.
2. **Action research** your teacher research is a method that may contribute to teachers to allotment including better Association of theory and practice
3. The courses but pedagogical design may contribute to narrowing the theory practice gap by shifting from **the traditional lecture based of formative approach to a constructivist active learning approach**.
4. Employing a **social constructivist approach** engaging the teacher in collaboratively analyse and plant instruction in relation to educational theories and reflective thinking about their instruction

5. **Reflection is** considered a major contributor to teachers' development
6. **Teachers' question** may serve as a valuable tool for understanding teachers' thinking about the connections between educational theory and their practice and as a way to narrow theory practice gap.
7. **Self-generated** questions are internally motivated and therefore have the potential to reveal Implicit interest and concerns

Path to narrowing this gap

- Foster research culture to better fulfil practice needs.
- This path calls for teachers and researchers to work together as **collaborative partner**.
- For example, research School that are infrastructure for connecting educational research with educational practice or professional development program that enables the teachers to develop research-based activities.

good communication with practitioner's

Another possible solution is to better communicate research results which means that relevant outcomes are translated in such a way that they become pleasant, accessible and usable for the teachers

Conclusion

Teachers usually regard research conclusions and theory as distant from their work, therefore There is continuing need to assist them in narrowing test gap in order to develop professionally and implement innovation in education.

Under a supportive design, teacher can associate practice and theory in their question which in turn can serve as marker of their thinking.

Lesson No. 44
(Topics 144, 145, 146,147)

Topic 144**Thinking Teacher Professional Learning Performativity****Introduction**

- New socio-economic conditions have resulted in significant reconfiguration of professional increasing reconfiguration of professional learning in terms of the
 - ✓ Increasing integration of work into curriculum
 - ✓ pedagogy
 - ✓ inter professional relationships
- Now learning is considered as a
 - ✓ practices that produce learning
 - ✓ practices that involve agencies of an ontological diverse kind
- practice-based perspective of Learning considered the effects of both people and material

What counts as professional learning?

There are three prominent concept of teacher learning

1. Knowledge for practice

- It refers to formal knowledge and theory that teacher acquires from expert outside the classroom for use in classroom in order to improve practice

2. Knowledge in practice

- It is practical knowledge embedded in the work of expert teachers' teacher's reflection on practice

3. knowledge of practice

- It relies on the ideas in systematic enquiry about practice the knowledge and theory produced by others

Thinking Teacher Professional Learning Performativity

- Productive teacher professional learning occurs in “the thick of things”.
- It means as Central a major role in a situation
- The intersection of the human and non-human(Pickering, 2008)

Conceptualising Teacher Professional Learning

- It is a formative knowledge practice constituted and
- Enacted by people and tools in complex collectives

- It operates differently across different context with different AIIMS
- It assumes different form and create different knowledge and
- Identity effects in different location

Learning About Teaching

- It is not necessary to take teacher learner close to teaching practice but, teachers emerge as reflective practitioners and
- Get engaged in collaboratively in learning
- Teacher professional learning is practical distrusted and include
 - ✓ knowledge about teaching (representation knowledge) as well as
 - ✓ knowledge as in for teaching (liquid knowledge)
- It depends on how participants in it performatively accomplish it as a practice

Centrality of teachers

- With performative focus of learning, teachers are considered critical variables
- When it comes to student succeeding in school and centrally responsible for their success

Topic 145

Main features of the Training Program for Teachers' Professional Development (TPD) on problem solving

Introduction

in the field of education, the meaning and usage of the expression of problem has different approaches called into the type of problem has different approaches according to the type of the problem, such as the

- ✓ Inquiry methods
- ✓ perception of the situation
- ✓ the aim of the problem-solving process

According to difference usage of the problem that has three uses in the field of education

1. Psychological aspect <i>problem as a perception of a phenomena that differs from a wish state</i>
2. Learning aspect <i>problem as starting point of the students' learning process in any field</i> <i>(see Problem Based Learning, Inquiry Based Learning)</i>
3. Research methodology (scientific) aspect <i>problem as the object of an education-relating research</i>

1. **Psychological aspect of the problem**

- This deals with those situations that one of a school related person receive as a problem and usually results in frustration due to the fact that the current situation Different from the expected situation

2. **Learning aspect of problem**

- This aspect concentrates on the problem and problem solving as learning process.
- These methods inductive teaching learning method that is problem-based learning, inquiry-based learning etc
- In these approaches is a problem is a starting point in a student enquiry on a specific field

3. **Scientific aspect of problem**

- The third usage of the problem is based scholarly research in the field of education.
- The aim of these researches is to explain how the teaching and the learning process takes place in different contexts.
- The problem is an educational related phenomenon which is inquired by scientific method and tools to confirm hypothesis.

Teacher's knowledge of practice

Educational researchers recognise two types of knowledge:

- i. **Declarative (conceptual):** it is cognitive processes relating to scientific knowledge's theories
- ii. **Procedural (practical):** it refers to those connected activities that drive practice and therefore it has a strong connection to skilled and behavioural factors

Reflecting thinking and reflective teaching

- Research and policies on teacher's professional development have emphasized the importance of reflecting teaching
- Reflective action is based on a real, problem-based situation and individual seeks to solve in a rational manner and
- it involve orientation (like open-mindedness responsibility) and skills (for ordering thought in observation, reasoning, and analysis)
- Reflection is also considered as a link between practice and theory
- it is understood as teacher's cognitive process in long-term planning to teaching actions
- In this sense reflection is also a cognitive tool that helps in:
 - ✓ Analysing former action
 - ✓ Developing alternative
 - ✓ Making decisions and
 - ✓ Planning for next action

Self-case reflection reflecting on once on professional experiences

- It is a special Mega cognitive process aiming to solve individual pedagogical problem supported by thinking Tools and techniques.
- During the training process participants deal with their own pedagogical cases they had brought from their real school experiences

Constructivism and the role of teacher educators

- Since, everybody has a different representation of reality
- therefore, knowledge is a mental construction by the continuous personal perception of reality that may lead to conceptual changes
- more specifically, meaning is constructed in our mind as we interact with physical social and mental worlds.

Pair peer coaching

- It takes place with the help of a facilitator
- during the problem-solving process participant work together in a pair work
- one of them is the inside who possesses the problem and the
- other on the outer side who assist his or her pair's thinking process by asking questions and giving new aspects related to the current issue.

Conclusions

- In order to find solution for the problematic situation teacher need to use the knowledge which is associated with problem illustration analysis decision making and evaluation
- And the training program for TPD should present practical Tools and techniques in order to give teacher conceptual Framework for problematic situations.

Topic 146**What Policies can help Teachers Acquire the knowledge and Skill They Need?****Introduction**

- Historically the concept of professionalism referred to the level of autonomy and integral regulation exercised by member of an occupation.
- In 18th and 19th century Europe, the distinction between occupation and profession Lay in the level to which a profession required a special knowledge of formal code of conduct and a mandate to carry out particular services.
- In 20th century the professionalization of teaching with stymied by the growing standardization of curricula, and with it the emergence of external accountability.
- At the turn of the 21st century however there was renewed focus on teacher professionalism as an approach to education reform.
- As improving teacher quality became viewed as the key to student achievement, teacher professionalism and greater prominence.
- the teacher continuous professional development is widely seen as essential for improving teacher's performance, effectiveness, and for enhancing their commitment to their work.

Policies to support teacher professionalism**✓ prioritizing approaches that matter most**

- Policymakers can encourage participation in more effective professional development by
- addressing the culture of school

- structures and processes that encourage teachers to collaborate, including providing time and opportunities for teachers to do so are needed.
 - School leaders should be encouraged to focus on instructional leadership.
 - Policy makers can also increase the amount of variation School embedded professional development offerings.
 - These activities may include
 - I. teacher-initiated research project
 - II. teacher's network observation of colleagues and mentoring the coaching
 - III. teacher participation is known School embedded professional development should be limited by supporting the conditions and activities most associated with effective teacher professional development.
 - policy maker can increase the likelihood that students are positively affected
- ✓ **Including teachers in decision making**
- Teachers who are provided with opportunities to participate in decision making at school have the greater job satisfaction and a greater sense of self efficacy.
 - The relationship between job satisfaction and teacher participation in school decision making is particularly strong
 - It is worthwhile for school principal to devolve some of the responsibility to school level decisions to teacher the policy maker should also consider providing guidance on distributed leadership and distributed decision making at the same level particularly involving teacher in this process.
- ✓ **Strengthening a collaboration through induction programme and mentor**
- Induction and support program for beginning teachers can improve the effectiveness and job satisfaction for new teachers.
 - Well Design Program can help new teachers in applying the more theoretical knowledge acquired in their Teacher preparation programs to teaching in the classroom.
 - well-developed induction programme mentor teachers provide guidance and supervision beginning teacher in close collaboration with the initial teacher education institution.
 - These mentors provide on the job support, identify deficits in subject matter knowledge, classroom management strategies and other pedagogical process.

✓ Building a collaborator school culture

- Collaborative learning generally enables to do all of shared responsibility for their students and schools' success
- collaboration among teachers enhance their efficiency which improve the student's achievement sustain positive teachers' behaviour
- collaborative practices are also related to higher level of self-efficacy and job satisfaction.
- collaborative professional development is related with its impact on Teachers range of practices and instruction strategies to their ability to match these to their students need and to their self-esteem and self-efficacy.
- The collaborative professional development is linked to positive influence on students learning process motivation and outcomes

✓ Supporting a culture of student assessment

- the focus on the professional development for student assessment has been considerably reinforced in recent years.
- Professional development can take place through moderation of teacher assessment and marking.
- Moderation refers to Quality Assurance that seeks to increase the consistency of marketing
- moderation of teacher assessment and marking involve indulging teachers within or across-School review for Cross mark Each Other assessment of work together to discuss assessment criteria and student performance.
- Moderation is a key strategy in in validating the consistency of teachers judgement and marking

✓ Strengthening links between teacher appraisal and professional development

- Teachers appraisal as part of effective teacher policy will deliver the best result if it is linked to professional development
- it must be based on a culture of professional inquiry and on the professional obligation of every teacher to be engaged in a career long Quest to improve practice.
- A key objective of teacher appraisal is to identify areas for professional development for individual teacher leading to for preparation of individual improvement plans that takes into the account of school Development Plan

- pedagogical leadership at the school level plays a key role in ensuring the effectiveness of this link.

Conclusion

Involving teacher in school policies and practices is an essential component of modern education governance. This is especially important in practices and policies both in building a culture of evaluation in the system and incorporating a broader perspective in decision. Yet devising in the policies is just the first step implementation and ownership by teachers are critical to their success.

Lesson No. 45**(Topics 147, 148, 149, 150)****Topic 147****Evidences for Teacher Standards****Introduction:**

- Demonstrating that teachers have met the ‘standards’ is an essential part of being professional teacher.
- Each of these standards must be met in full by the end of their training
- As these are ongoing sets of criteria against which teachers’ qualities are measured during their career as a teacher.

Set high Expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that challenge pupils of all background, abilities and disposition
- Demonstrates consistently the positive attitudes, values and behaviour expected from pupils

Promote good progress and outcome by pupils:

- Be accountable for Pupil attainment progress and outcome
- Be aware of Pupil capabilities and their prior knowledge
- Guide Pupil to reflect on the progress they have made
- Demonstrate knowledge and understanding of how pupils learn

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas,
- Foster and maintain pupils’ interest in the subject,
- Address misunderstandings
- Demonstrate a critical understanding in the subject and curriculum areas,

Plan and teach well-structured lesson:

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Plan other out of class activities to consolidate pupils learning
- Reflect systematically on the effectiveness of lessons
- Contribute to the design and provision of increasing curriculum.

Adapt teaching to respond to the strengths and needs of all peoples:

- Know when and how to differentiate appropriately, using approaches which enable pupils to think effectively
- Have a secure understanding of how arrange off factor can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets,
- Give Pupil regular feedback, both orally and through accurate marking.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have a clear rules and routines for behaviour in classroom and take responsibility for promoting good and courteous behaviour
- Have high expectation of behaviour and establish a Framework for discipline with the range of strategies.

Fulfil wider professional responsibilities:

- Develop effective professional relationship with colleagues,
- Communicate effectively with parents with regard to Pupils' achievement and well being
- Take responsibility for improving teaching through appropriate professional development

Personal and professional conduct:

- Teacher uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school
- Teacher must have proper and professional regards to the ethos, policies and practices of the school in which they teach.

Conclusion:

- Teacher make the education of The Pupil there first concern, and
 - Are accountable for achieving the highest possible standards in work and conduct
- Teachers are expected to act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills up-to-date
 - For ensuring better academic performance of students.

Topic:148**The Challenging Context of Teacher Education****Introduction:**

- The context of teaching is **changing**
- The responsibilities of teachers should change accordingly and consequently their abilities should change as well.
- So, it is important to post this perspective in teacher education that would result in a high-quality teacher in the new context of teaching for preparing students to live successfully in the changed society.

1. Changing outcome of teaching:

- The premise that a teacher's a primary responsibility is to transmit prescribed knowledge has been challenged on multiple fronts for example
- First, academic outcomes, specially 1 equated with the test for grades, are a poor indicator of future success in life
- Second, there are many other worthwhile education Outcomes that schools are responsible for cultivating in students.
- Third, the good test score does not necessarily correlate strongly with the growth of the Other outcomes like social aspects and moral aspect of student's personality
- Consequently, they have been increasing calls for broadening education outcome beyond academic achievement or test scores to overall well-being, confidence, and engagement of the pupils.
- When the outcomes of teaching are redefined to be the development of human attributes and skills instead of mastery of prescribed contents, teacher quality should be redefined as well because the content knowledge and knowledge of transmitting content may become much less important.

2. Expanded source of learning:

- And other premise that support the current of a nation of teacher quality is that teachers are the sole source of learning.
- This premise is no longer true today,
- Although teachers with strong content knowledge and pedagogical skills are important but they are no longer the soul source of learning or even the primary agent of transmitting the knowledge.

- Information and Communication Technologies (ICTs) have advanced so much that students now have easy access to learn content and we're experts beyond their immediate classroom
- These content materials are easily accessible, and they can often be more valuable, and engaging, personalize and on-demand than what is typically provided by teachers in classrooms.
- Student also have access to content experts, tutors, and fellow learners through social media and other forms of rich media communication tool such as Google hand out and Skype etc.
- Moreover, research suggests that children are capable of self-organising their learning without being directly and explicitly instructed by an adult
- They are motivated and are able to learn on their own.

3. **Alternative ways of organizing teaching:**

- The third famous supporting the central role of content and pedagogical knowledge in teacher qualification is the traditional way of organizing teaching
- In this arrangement, and individual teacher is responsible for teaching a group of children.
- Teachers teach in isolation from each other in their own classroom,
- This way of organising teaching is the reason for holding teachers into equally responsible for their students' achievement.
- This premise has been questioned on two levels
- First, while teaching alone in an isolated classroom remains the borders of operandi of schooling it has been found to be a problematic arrangement for both teachers and students.
- Second, putting a group of students based on biological age before 18 tale teacher is an outdated Legacy of the industrial Age.
- This one-size-fits-all model of teaching has been long criticized for not being able to meet the needs of all children.

4. **The Innovation start with reframing teacher role through focusing on:**

- i. Enable teachers to meet the diverse need of individual students.
- ii. To deliver the new outcomes, teaching needs to be reframed. Instead of transmitting a prescribed set of content and skill to all students, teaching needs to be more about supporting the growth of individuals.

iii. Efforts to reframe teaching must take advantage of the new possibilities brought about by technological advances and new finding of learners and learning.

5. **Redefining teacher quality:**

- When teaching is framed differently, the role and responsibilities of teacher change accordingly such as:
- **Broad and long-term perspective of teaching:**
- Teaching is more about the development of human qualities than the immediate delivery of knowledge.
- **Ability to identify strengths and passions:**
- Every student has unique set of strengths and weaknesses, a jagged profile of abilities and interests and teaching is to help every child discover and develop their strengths.
- **Empathy and social-emotional competency:**
- Teacher should be able identify with students and understand their passion, motivation, concerns, hopes and expectations from the students' perspective.
- **Resourcefulness and collaborative skills:**
- Teachers need to become knowledgeable of opportunities, tools and other resources that can be made available to students.
- **Management and leadership skills:**
- Teachers need to manage student projects, individual learning plans, and Pathways for each student they also need to create and manage project-based learning communities.

Conclusion:

To prepare our children for the future, we need to redirect are referred to work shifting the teacher education paradigm, which requires a different kind of teaching force equipped with a different set of abilities from the traditional set of content knowledge and pedagogical skills.

Topic 149**Professional Organizations for Teachers****Introduction**

- Professional organizations offer growth and development opportunities in the forms of:
 - ✓ Conferences or workshops,
 - ✓ Online learning resources
 - ✓ Recurring newsletters with relevant industry updates or
 - ✓ comprehensive websites that establish and share the best practices for the profession.
- There are different professional organizations for teachers like:
 - ✓ Supervision and curriculum Development
 - ✓ National Education Association
 - ✓ Middle level Education
 - ✓ National Association for Gifted Children.

Benefits of joining professional Associations

- Access to legal defence and liability insurance.
- Career development by scholarships and grants to teachers.
- Learning innovative and problem-solving Teaching techniques.

Conclusions

- Time and space do not allow for the mentioning of every group brining teachers and
 - ✓ Other stakeholders in the education sector together.
 - ✓ Remember that every professional organization for teachers has some benefits to its members.

Topic 150**Intellectual Diversity and Academic Professionalism****Introduction**

- Intellectual freedom and diversity are viewed as:
 - ✓ Exposure of students, faculty, and staff.
 - ✓ Encouragement of their exploration of, a variety of ideological and political perspectives.
- Academia is a profession like
 - ✓ Law
 - ✓ Medicine
 - ✓ Business
- Accordingly, academics ought to have a professional identity and a code of professional ethics that specifies their professional responsibilities (Otteson, 2018).
- Academics in fact have a dual professional responsibility:
 - ✓ The first is to master our fields, including the history and primary achievements of those fields.
 - ✓ The second responsibility, is to the tradition of inquiry itself, and to stewarding the noble profession of academia
- Therefore, our obligations are both to substance and to process:
 - ✓ What have the greatest in our fields professed
 - ✓ What is the process or method they have developed that has proved most successful?

Academic Inquiry

- How does this relate to intellectual diversity?
- As professional academics, we should recognize the achievements of this method of learning that has:
 - ✓ Constituted the essence of profession since its beginnings
 - ✓ We should respect and protect its tradition.
- On the basis of this inquiry, we deal in varied:
 - ✓ Thoughts and ideas
 - ✓ Hypotheses and conjectures
 - ✓ Proposals and arguments
 - ✓ Criticism and counterargument

The Undermining of intellectual Diversity

- If there is any place on earth where all positions are, or should be, open to questioning.
- Where we judge arguments on their merits
- Not on whether they comport with a prior roster of approved commitments, it is a university.

Conclusion

- People having different skills, if allowed, they will be interested to investigate different questions and will come to varied conclusions.
- Diversity is not only what generates intellectual vitality
- But it is also the way they we respect what it means to be professional academics.