

Professionalization of Teacher Education

Dr. Mohit Dixit¹

Abstract

Teacher education is a global profession that needs to be understood properly. It is essential to grasp a global perspective of the profession as it is today, to make assumptions about it in the near future and to utilize the best thinking and instructional models available in the present times.

Professionally, powerful teaching is very important and increasing in our contemporary society as a result of the steam of dynamic initiatives of human development and evolution. Due to these developments and evolution, standards of learning would be higher in the 21st century than it has been in the 20th century. As a result teachers would need to acquire additional knowledge and skills, both general and specific, to be able to survive and be successful in the 21st century school environment.

Keywords: Teacher Education, Global Profession, Professionalisation of Education

¹ (Asstt. Prof.), Babe ke college of Education, Daudhar, Moga

Introduction

Teachers play a vital role in the improvement of the quality of education. In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well qualified to each different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important to know about the facilities that exist for upgrading their knowledge and improving their skills of teaching. The professional development of teachers has received a great deal of attention in all countries, including India. The volume of professional and research literature on in-series education and professional development is also considerable. In comparison, the attention that teacher education has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources, and the like. The content of teacher educators' professional development is rarely examined and critiqued. More specifically, the concept of an identifiable body of Knowledge a knowledge base for teacher education does not seem to have been addressed so far in any meaningful way. Eraut's map of professional knowledge provides useful guidance for those about to engage in the difficult task of determining the knowledge base of a profession. Such a map is needed for teacher education for several reasons :

- i) To correct wrong notions about teacher education that are in circulation.
- ii) To illuminate the debate about theory-practice links and the role of experimental learning.
- iii) To highlight aspects of knowledge that have been somewhat neglected in the teacher education

programmes.

- iv) To shed light on the growing debate about competence based approaches to professional standards and qualifications.

The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners. Each profession has its own culture derived from the role of its practitioners and the expectations the society at large has with respect to the professional service.

In the United States, the National Academy of Education Committee on Teacher Education adopted a framework that is organised on three intersecting areas of knowledge found in many statements of standards for teaching which would be applicable for consideration in the 21st century teacher education and training curricula represented in figure diagrammatically.

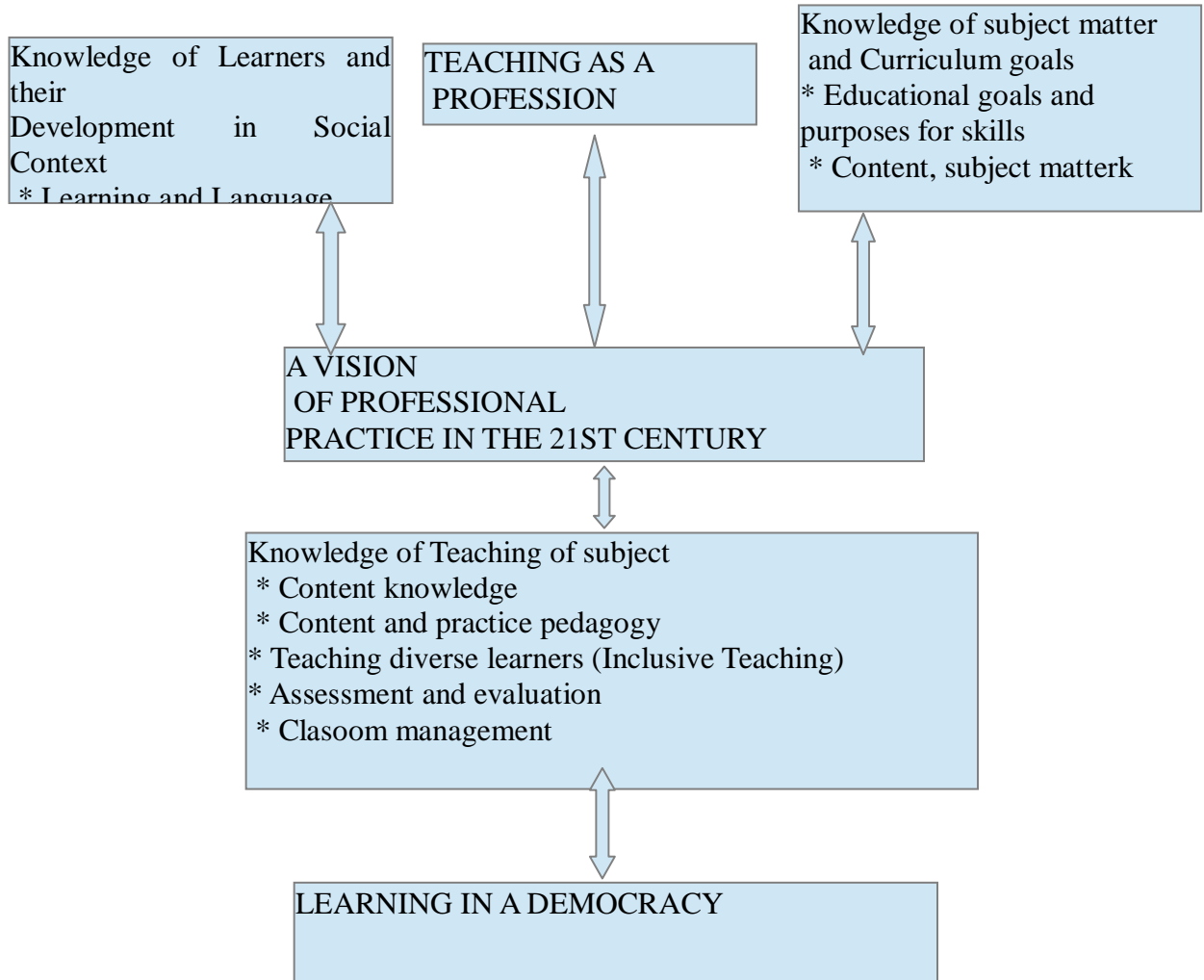


Figure : Preparing Teachers for the 21st century

It is sometimes difficult to identify the true meaning of professionalism. Many individuals use professionalism as a façade to cover their lack ability to perform their job effectively. Others use it to for intimidation to gain power. Still others use it as a way to impress the unknowing. However, it seems that very few individuals use it for its original intent to provide a foundation for effective communications and efficient performance.

“Professionalism is balancing the personnel and professional life. It means to be practical and professional in life. One who has skills, knowledge and attitude and uses them is called a professional. The attitude which a professional shows is called a professionalism.”

”Professionalism is all about attitude towards work i.e. the dedication, sincerity with which you approach to your work, the work which makes you earn money.”

To get clear idea about Professionalism we should agree on something that just because one is professional, he or she automatically does not exhibit professionalism. A very general, raw idea of Professionalism is a bundle of the following concepts :

1. A focused approach
2. Pride in what one is doing
3. Confident
4. Competent
5. Motivation towards a particular goal
Accountability
6. Respect for people irrespective of rank, status and gender

7. Responsibility whole on the path to a particular goal

8. Commitment to word and deed and

9. Control of emotions well

From the above discussions we can get idea about Professionalism. It is anything done with lot of common sense. It is something done with end result in mind. It is something that is done with planning. It is something where person shows forward thinking.

It means it is not important that what types of work you are doing but important that how you are doing it. To develop professionalism you should follow the following criteria.

A. Have pride in yourself and confidents in your abilities

B. Do your best and be your best

C. Achieve your full potential

D. Be on time no matter what dress for the job

Professionalism is knowing how to do it, when to do it and doing it, In short, professionalism are language, behaviour, act, dress and work. It has to do with how to handle ourself in situations. It is the character, spirit and competencies demonstrated by the standing practice of the profession. The challenge of maintaining professionalism involves subscribing to the ideal behaviours and values shared by colleagues.

DEVELOPING PROFESSIONALISM FOR TEACHER EDUCATORS

Teacher professionalism has relevant significance in education in that it affects the role of the teacher and his or her pedagogy, which in return affects the student's ability to learn effectively. It can be defined as the ability to reach students in a meaningful way, developing innovative approaches to mandated content while motivating, engaging, and inspiring young adult minds to prepare for

ever-advancing technology. However, this definition does little to exemplify precisely how a professional teacher carries himself or herself. Due to the growing autonomy being given to educators, professionalism remains one of the most influential attributes of education today. Teacher professionalism contains three essential characteristics, competence, performance and conduct, which reflect the educator's goals, abilities, and standards, and directly impact the effectiveness of teaching through the development of these qualities. To begin, **the characteristic of competence** is fundamental in an educator's pursuit of excellence. A discussion on competence focuses on three important ideas : preparation, knowledge of subject area, and defined pedagogy. The first, preparation, prepares the professional for the adversity of the classroom. From language and cultural barriers to socio-economic differences, all educators face deterrents in the classroom that must be broken down by individualized techniques. Decision making by well-trained professionals allows individual clients' needs to be met more precisely and promotes continual refinement and improvement in overall practice. Thus, by bridging these barriers, the educator will be better prepared for classroom management and create an effective learning environment. Furthermore, by doing this, the professional teacher leads students by his or her example: one who is prepared for difficulties will be able to overcome them. Along with preparation, a professional educator with a strong knowledge of his / her subject area has the opportunity to concern themselves with preparing innovative techniques to teach material rather than spending significant amounts of time studying the material. With the advantage of knowing one's curriculum material well, the educator has more confidence in their teachings, having already placed significant though on the material being taught. Thus, a professional

is able to dwell on how to relate subject matter to the students and their cultures in an original method. The final portion of competence is discovering and assuming a defined pedagogy. A professional teacher who has a defined pedagogy has already journeyed through several trials to discover which pedagogical techniques are more effective. Although this may take years to fine-tune, a professional is willing to self-evaluate his or her pedagogy as s/he develops it, revise their edification when deemed necessary, and apply one's ideas to a practical situation. Furthermore, by acquiring a defined pedagogy, a professional creates more autonomy for him or herself, allowing for a partial release from the constraints constructed by the administration, school board, or parents.

Although competence is essential to teach professionalism, it is only useful if the educator is able to perform. **Performance is the ability to effectively teach** the concepts of a curriculum. However, this is performance defined at its most fundamental level. —As individuals, professionals have the right to perform their work as they see fit, based on knowledge acquired through specialized training. Such a quote demonstrates the essentiality of performance, which derives from both premeditated and improvisational techniques. A professional teacher educates so that students learn concepts and apply them to their lives. Although this undermines the school's emphasis on state test results, a quality educator prepares for the tests through this unique style of applying to his / her students' lives. Thus, the application of these concepts must be inside the bounds of students' lives. Furthermore, an educator that has a high standard of performance is reliable and dedicated. This type of educator becomes an active teacher rather than a passive teacher, showing the students a genuine interest in their progress as a student.

The final **characteristic of teacher professionalism, conduct**, is equally as significant as the first two. The manner in which an educator carries himself or herself is a reflection on one's classroom, school, community, and educational system. Conduct is a representation of how well one takes care of himself or herself, from aesthetics to language and behaviour. However, these are minor qualities of conduct. Conduct also includes one's ability to initiative and maintain quality communication with all the parties involved in education : students, fellow teachers, school board, administration, and parents. It is through energetic communication by a professional that initiates understanding, whether it be a student grasping their potential or the professional voicing their displeasure on a newly implemented regulation. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals. In conclusion, a completed definition of teacher professionalism far exceeds the simple notion that a teacher be prepared in a certain manner. A professional is trained to handle all situations, as most episodes in the classroom require quick thinking. Also, teacher professionalism extends beyond one's ability to understand content; the educator must discover if the students are being reached in an effective way. With the role of —teacher becoming more autonomous, an educator must be competent in their studies, perform well under the eye of the administration and parents, while maintaining good conduct to facilitate quality communication.

Conclusion

Teaching is a profession. Teacher's training is an important component of teacher education. Profession is a vocation founded upon specialized educational training. Some examples of professionals are – lawyers, Engineers, Professors,

Military officers and qualified teachers. Some of the important characteristics of professions are :

- Skill based on theoretical knowledge
- Professional association
- Work autonomy
- Code of professional conduct or ethics
- High status and rewards and
- Mobility

Professionalism is the expertness characteristics of a professional person. It has to do with how to handle ourselves in situations. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals.

Like every profession, in teacher education also teacher educators should develop professional ethics and code of ethics to correct himself and get self satisfaction by developing his conduct, behavior and personality. Teachers and teacher educators develop professional ethics by imposing responsibility on himself by showing obligation towards students, parents, society, higher authority and profession.

References

- Goldhaber, D.D; and Brewer,D.J.(2000):** Does teacher certification matters? High School teacher certification status and student achievement. Educational Evaluation and Policy Analysis,22(2),pp129-145.
- MHRD (1985) :**Challenges of Education. New Delhi. Govt. of India.
- MHRD (1986) :**National Policy on Education, new Delhi. Govt. of India.
- National Commission on Teachers-1 (1983-85): Teacher and society. Delhi, Government of India press.
- National Council for Teacher Education (1998): Curriculum Framework for Quality Teacher Education, New Delhi, NCTE.
- Raina, V.K.(1995):** Teacher Educators in India: In search of an identify. Journal of Teacher Education, no. (46),p.45-52.
- Shotton.J.R.1(1997)** No Master high or low: Challenging the Pedagogy of the Oppressed in Ved Prakash (ed.) Teacher Empowerment and School Effectiveness at Primary Stage, NCERT, New Delhi.