



FUTURE OF TEACHER EDUCATION: FIVE BIG CHANGES AND FIVE ROLES FOR A TEACHER LEADER

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Abstract

A teacher is the force that drives the educational system in the United States. In this present paper author pinpoint specific skills that will need to teach in the schools of tomorrow. Main focus conclude that teachers must be prepared to find and adapt new technologies to engage the digital generation, as well as work across traditional subject areas using project learning with the developing nature of technology. Teacher should be able to use information and evidence to deliver educational practice and know how to work in both environments and brick-and-mortar schools and look forward with the needs to collaborate with community-based organizations and work in schools that provide all kinds of services for students and their families. Teacher is the key-point who interacts with students and deals with the parents as well as society and play a dynamic role to lead the society. A teacher leader role is one that needs to be embraced if he or she wants to function effectively in the classroom. In this concern paper elaborated on future of teacher education with five big changes and five roles for a teacher leader to sustain leading society and with different role to grow up and develop as teaching professionals in the field of education.

Key words: Future, Policymakers, Teaching Channel, Teacher Leaders.



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FIVE BIG CHANGES

Along those lines, I would outline five changes to the future of teacher education.

1. INFORMED BY NEED:

University-based education schools currently produce about 1,70,000 graduates every year — but only 70 percent of those actually enter teaching. One reason is the mismatch between production and market demand. In some “teacher surplus” states, universities graduate far too many teachers prepared for subjects and areas in low demand (such as elementary, physical education, social studies), while math, science, and special education vacancies continue to frustrate school leaders as well as parents. And because of the way education schools are funded, most universities offer just about every kind of

teacher education major, irrespective of the local needs of area districts looking for new recruits. In the future, as long as we have the right policies in place, education schools should recruit and prepare those who are needed — and use the cost savings to recruit the right teachers who can teach the right subjects — as well as invest more in the right kind of pedagogical training.

2. INVESTMENTS IN CLINICAL TRAINING:

Most university-based teacher education programs, unlike those in engineering, architecture, and nursing (and of course medicine), have few resources to prepare recruits in clinical, or real-life, contexts. Future teachers have had little opportunity to learn how to teach in schools under the tutelage of master teachers and college faculty who can closely supervise them and ensure they pass muster on rigorous (and more expensive) performance assessments. Teachers must also learn how to work effectively in both virtual networks as well as in community-based organizations that serve student learning in 24/7 venues. Policymakers must do their share by investing in the clinical training of future teachers, who can learn how to teach by interning in the places and with the people with whom they work in order to serve students effectively.

3. CHANGING THE CONTEXT OF CONTENT:

Most education schools have taught teachers how to know things and think about things. But they've never had the chance to practice implementing high-level strategies, like communicating with parents and eliciting student thinking around subject areas. How do you teach someone to unpack a student's thinking around specific subjects, in physics, social studies, literature? How do you build, create, and score assessments? How do you communicate student progress to not just parents but also policymakers? How do you give homework that's meaningful? How do you help students, who are growing up on virtual reality games and Google figure out how to determine the accuracy of content and how to use it in solving problems? Universities must help future teachers understand and capitalize on the changing context of content in teaching diverse learners to meet high academic standards.

4. SEAMLESS CONNECTIONS BETWEEN PRE-SERVICE EDUCATION AND PROFESSIONAL DEVELOPMENT:

With an explosion of diverse students in chaotic school environments (and growing numbers of those with special needs or whose first language is not English), it's that much more difficult for novice teachers to be fully prepared. The teacher education system needs to ensure that pre-service teachers learn crucial skills *in settings similar to those in which they will teach*. They must go through performance assessments to determine their strengths and weaknesses, and this information must be used to craft plans for their future development as educators. With virtual communities like Teacher Leaders Network, and new outlets like the Teaching Channel, teachers can learn from each other, while schools and school districts can find ways to capitalize on these connections. Doing all of this will require that policymakers fuse the resources of universities and school districts in creating seamless connections between pre-service training and on-going professional development.

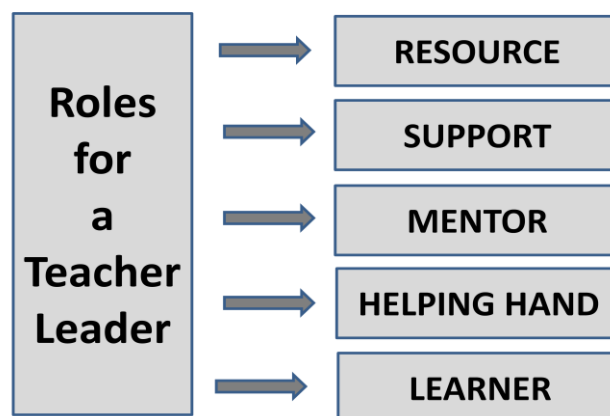
5. LEARNING AND LEADING IN HISTORICAL CONTEXT:

In preparing all students to work in the global economy and participate in our complex, evolving democracy, public schools need to capitalize on the untapped potential of teacher leaders. Our education schools need to prepare this new generation of teacher leaders,

who know how to spread their pedagogical expertise to colleagues and administrators and can communicate effectively with policymakers and parents. Doing so requires not just teachers who have technical skill in connecting good ideas with the right stakeholders and constituents, but who also have a deep understanding of how historical imperatives shape future prospects for the profession that makes all others possible. Educators who train teachers must cultivate a critical mass of teacher leaders who continue to teach but have knowledge and skill to lead the transformation of teaching and learning.

FIVE ROLES FOR A TEACHER LEADER

Here are five roles that a teacher often has to fill in order to be the best educator they can be.



1. RESOURCE:

One of the top roles a teacher must fill is that of resource specialists. There will be many people who will come to the teacher seeking information. Even if the person is only seeking a source of information, the teacher is the one who must know how to find what the student is looking for. Once the teacher has given the information to the student or coworker, he or she will often have to instruct the student on how to use the information.

2. SUPPORT:

Students are the ones who need support when learning a new skill or piece of information. A teacher must act as the support person when the student needs this help. Support can come in many forms such as a coach, leader and even a counselor. In professional circles, a teacher may even have to support other teachers leading a particular subject matter.

3. MENTOR:

One of the biggest roles a teacher may have is that of a mentor. Students look up to teachers and may pattern their own behavior and work ethic to match the instructor. An older teacher can even be a mentor to a younger teacher who is just starting out in the profession.

4. HELPING HAND:

A leader in a school is a person who takes on extra tasks such as leading the PTA meetings and even helping set up a gym for a big event. Teachers who are active in the school will often have more jobs than just the one they were hired to perform. Often, the goals of the teacher will match the direction that the school is taking.

5. LEARNER:

One last important role a teacher must fill is that of a learner. Anyone who has been involved in a profession long enough knows that there is always something new to learn. A learner is a person who is always growing in life and will never claim that they know it all. A teacher will be challenged everyday with a new task that will help them grow into a better person.

CONCLUSION:

A teacher is a person who will have to fill many roles. They are people with educational leadership skills and they must continue to grow and develop as professionals. Anyone seeking to be a teacher should take advantage of any chance they get to grow as a person and as a teacher.