

PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

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Abstract

In 21st century the triangle of liberalization, privatization and globalization has brought revolution. In that media revolution and Internationalization has brought important changes. In this fast changing world teachers quality and ethics proves to be very important Globally there is concentration towards the quality and relevance of Education, being the social system of society, plays vital role in moulding, shaping reforming and reconstructing the society from time to time. For this education has recognized and regarded as the most potent instrument of social reformation, and social transformation in the global society. That is why it is clearly seen that Education is the most important instrument that will never suffice until and unless we give it a practical shape. This can be possible through “teaching as a profession where teacher will handle the teaching task by accepting teaching as profession. If teaching is accepted as profession then the question of “Professional Development of Teacher’s need to be discussed. Otherwise, teaching by the teacher will be meaningless.



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Introduction:

Globally there is concentration towards the quality and relevance of Education. Education, being the social system of society, plays vital role in moulding, shaping, reforming and reconstructing the society from time to time. For this education has recognized and regarded as the most potent instrument of social reformation, and social transformation in the globe society. This can be possible through “Teaching as a profession where teacher will handle the teaching task by accepting teaching as profession. If teaching is accepted as profession then the question of” Professional Development of Teacher’s need to be discussed. Otherwise, teaching by the teacher will be meaningless.

Teaching is a profession in the sense that the roles of teacher are based on a body of knowledge, usable skills and a commitment to the task which one has accepted to perform. Every profession has to ensure regular renewal of learning for all its member. Absence of such inputs results in weakening of the level of expertise and professional skills. This is equally applicable to teaching profession. Advancement in knowledge in different subject areas and revolution of information and communication technology are placing new demands on the professional competence of teachers. The role of teacher in contemporary societies is diversified, multidimensional and ever-changing. This is possible only if they continue to

upgrade their professional competence. Professional development is not a one time and adhoc activity, rather it represents a well-planned lifelong learning process throughout their teaching career and is periodically reinforced by in service education. Teachers are being prepared and trained by teacher education institutions through teacher educators. Therefore, a teacher educator is the fortune maker not only of an individual but also of the nation as a whole.

In order to climb the ladder of professional development one has to follow the steps -

Do the work by adopting the values and ethics → Be Universal → Do your work with concentration → Work culture → Do work with full devotion → Update your knowledge → Problem solving attitude → Self management.

Need and importance of Professional Growth of Teacher Educators:

The quality of teacher preparation is closely related to the quality of teacher education. These institutes are the man making industries which must produced teacher of dynamic values among the pupil teachers. Today's we have mushrooming of teacher's education institution all over the country. Most of the faculty members in teacher training institution have a master's degree in any school subject and another master degree in education with a basic minimum level of subject expertise. No doubt they are very same in theory but poor in practice because they are not specially trained for training prospective teacher as there is no course available in teacher training methodologies. It may be easy to learn by oneself but it's quite a mind bogging task to transfer one's knowledge to another person as it require many skill other than bare subject knowledge. Therefore it is right time to provide professional training to teacher educators. The teacher educator's need intensive professional training in various aspects related to new innovative technique like microteaching, diagnosis testing, action research, multi ability group based teaching co-operative teaching, using culture specific pedagogy, constructive approach in teaching and learning etc.

Objective for Professional Development of Teacher Educators:

In planning the programs for the professional growth of teacher educator, specific objectives of the program should be borne in mind for effective organization. Some major objectives of the programs are the following.

- To enable the teacher educator to understand the needs, interests and behaviour patterns of students who are in their late adolescence period.
- To develop teaching skills that would help the teacher educator to improve his teaching effectiveness, in addition to employing several teaching techniques to cater to the needs of students in large, medium and small groups.

- To help the teacher educator to improve communication skills effectively in the classroom through the use of educational technology devices and to ensure better student participation in the teaching learning situation.
- To enable the teacher educator to provide guidance to students in their leaning problem such as library reading and reference work, self-study, and in developing the all-round personally of the students.
- To understand the problem that arises in management of the students in the classes and work out strategies to solve them.
- To give assistance to those students who are not up to the mark in their studies by diagnosing the cause for providing remedial teaching as per their needs.
- To introduce the new teacher educator to the techniques of Action Research and small-scale experimentation so that he can handle effectively the particular problems that may arise in his own classes and follow procedures to manage these by his own efforts so that he can find the effectiveness of his own teaching techniques.

In-service Education Program for Teacher Educator:

Content Course:

The in-service education program can take up several forms and patterns depending on the purpose for which it is conducted, the resources and infrastructure available and the duration of the courses.

Content Courses are conducted to upgrade the teachers in their specialization in terms of knowledge of latest developments, current issues and trends, their application and their relevance to college teaching. These course are organized with the help of competent resource person in a particular area of discipline, as the competency of the resource persons to a great extent, contributes to the success of the program.

Refresher Courses are generally organized to give an opportunity to teacher to refresh and improve their knowledge of the subjects they teach and widen their experience in the methodology of teaching.

Summer Institutes generally follows that of content course but the purpose need not be mainly to upgrade the teachers in their field of specialization. Summer institutes can be on one specific topic or area, covering invariably all aspects of teaching-learning process such as content, methodology, educational technology, and evaluation including practical aspects of laboratory work, fieldtrips and experimentation.

Short-Term Courses:

Some of the short-term courses could be for orientation purpose or upgrading of subject knowledge or improving pedagogical skills. The duration is invariably for three to five days.

Workshops and Seminars:

The more recent terms used in these context are taskforce, study group, working group, etc. but they all convey the same meaning of working in groups to complete a specified task within a specified time. Workshop are not talk shops and there is considerable output from the participants in a workshop. The major concern of the workshops is to provide opportunities that are to be challenged by one peer. The essential features of the workshop are the intensive consideration of practical problems of classroom teaching, informal working conditions, sharpening of experiences with the peer group and the availability of a range of resources such as resource person, books, journals, learning aids and equipment and apparatus for laboratory work. The participants have full share in the planning of the workshop and all the activities are related to the goals of the participants. The core of the workshop is in the area of group thinking and joint planning. Further, a workshop does not evaluate its members. The participants evaluate the workshop and themselves. Evaluation is a cooperative process. The goal of the workshop is the professional growth of the participants as well as the development of the program.

Internship programs are to provide necessary practical exposure related to teacher education institutions. This will give the prospective teacher educator's adequate knowledge of the total functioning of teacher education institution, the improvements needed and also provided insight into the problem and issues concerning maintenance of institutional plant, classroom management, organizational climate of the institution etc. Practical work other than internship and practice teaching has to develop competencies and skills in education and working with community as per the practical work requirements in the teacher education institution.

Innovation and Experimentation - a teacher educator need to innovate and experiment with new method, techniques and practices.

Writing books, articles and research papers so he can contribute originally in this endeavour for his professional growth.

Identification of certain university, department of education and institution of advanced study in education as institutions which may work for teacher educators.

At different stages, establishment of institution for preparation of teacher educators for special education.

Networking of various institutions and organization for designing and carrying out collaborative programs by pooling and sharing of resources.

Conclusion:

As we all know that policy focuses on quality and relevance of education, it is necessary that only those who are professionally competent, committed and willing, are charged with responsibility of preparing teachers for nation. Teachers for various stages, levels and categories are prepared professionally by teacher educators. Thus, teacher educators emerge as key players in the arena of quality education and professionalism of teacher educators will be encouraged with personal determination, self-motivation and initiatives of government implementation of policies with genuine spirit. Therefore, it is necessary that teacher educator's education should be given a new orientation and improved qualitatively and adjusted properly with the demand of the present day.

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