



PROFESSIONAL COMPETENCE IN TEACHER EDUCATION

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Abstract

Teaching profession desirably seeks harmony in social life, creating long term excellence with integrity and commitment towards the teaching profession. A teacher needs to have right orientation towards the past and future for a better understanding of the present trends and the dynamics to link future strategy for better practices. These changes role of a teacher can also be viewed from the perspective of generation gap, which has been followed from one generation to another. This is the result of heavy technological advancements, media exposure, changes in the preferences in life that vary from one person to another.

Professional education should not be narrowly conceived as a set of competency. It is a elaborated formation of the education who has personal conviction and a civic duty. Beyond that, they are in a profession which has a responsibility for future generation with competencies. Teacher education is going through an unprecedented period of change. Across the world, the number and quality teacher are becoming a key policy concern. It exists to teachers who are capable of teaching what the society has a right to expect from the profession. There fore, there is a set of changes taking place in teacher education which paralleled the change in education more generally. The education of teacher should be based on philosophy and effective teacher develops vision and competencies.

INTRODUCTION

Professional education of teacher has to enhance human capability through empowerment that knowledge gives. Professional education of teacher is a major instrument for change and sustainable development of any nation. It has a important task of preparing competent teachers for the different walks of life for i.e. social, political, cultural, science & technology. It is always associated with better employment, higher level of income and better status in society. There has recently been a new tide of educational thought which aims at drawing from our current experiences of all that is to develop a new vision in the light of the highest traditions of Indian education and of the contemporary needs and aspirations.

For the effective teaching and learning process, the teacher has to develop his professional competencies which is the urge and requirement of the present era. These professional competencies are as follows:-



1) PROFESSIONAL DEVELOPMENT COMPETENCY

Accomplished teacher educators help pre-service and in-service teachers with professional development and reflection and model examples from their personal development, making transparent goals, information and changes for improvement in their own teaching. Teacher educators examine their own beliefs and contribution of life experiences. Reflective practice of teachers can occur in several forms and at different times. Reflection can affect professional growth and bring individuals to greater self actualization through collaboration with others to apply knowledge and experiences into practice. Experience is key to develop thinking and helping educators from knowledge, collect data and make changes to their practices.

Indicators

- 1. Develop and maintain a philosophy of teaching and learning that is continuously reviewed based on a understanding of research and practice.*
- 2. Participate in and reflect on learning activities in professional associations and learned societies.*
- 3. Apply life experiences to teaching and learning.*

2) PROGRAMME DEVELOPMENT COMPETENCY

Teachers should provide leadership in developing, implementing and evaluating education programs that are rigorous, relevant and grounded in theory, research and best practice. The foundation of the professional work of teacher educators lives in development and maintenance of quality programs that prepare beginning teachers and provide for teacher on going professional development during and after induction into the profession. Accomplished teacher educators are regular contributors to and often leaders in the development, refinement and revision of programs that focused on initial teacher preparation and on going teacher professional development. The development of quality teacher education programs that serve teachers at all stages in their currier is at the heart of the ATE's mission. Teachers learn and further develop the content and pedagogical knowledge, understanding and skills that they required. Research and program evaluation must be gathered and applied to make data driven decisions to benefit individual programs and the overall profession.

Indicators

- 1. Design, develop, modify teacher education programs based on theory, research and best practice.*
- 2. Lead or actively contribute to the on going assessment of teacher education courses or programs.*
- 3. Focus on establishing standards for teacher education programs on developing, approving and accrediting teacher education programs at the local, state, national, international level.*
- 4. Contribute to research that focuses on effective teacher programs.*



3) COLLABORATION COMPETENCY

Accomplished teacher educators adopt a collaborative research to teacher education that involves a verity of stake holders (i.e. universities, schools, families, communities and foundations) in teacher and learning. Collaboration to design and implement teacher education promotes the collective practice that increases efficacy and knowledge of teacher education. This facilitates a sense of trust and draws on the expertise of different stake holder within the collaboration. Professional relationships foster a community of collaboration in which teacher educators make explicit their work and increase self learning and knowledge. In the education of teachers, collaboration and partnership exist in pre-service teacher education as well as the continuing education of induction and in-service teachers.

Indicators

1. *Initiate collaborative projects that contribute to improve teacher education.*
2. *Foster cross-disciplinary endeavors.*
3. *Engage in reciprocal relationships in teacher education.*
4. *Participate in joint decision making about teacher education.*

4) VISION COMPETENCY

Teacher educators should contribute to creating visions for teaching, learning and teacher education that take into account such issues as technology, systematic thinking and world views.

Accomplished teacher educators develop essential insights into the fast changes occurring today. They embrace them, visualize their potential for education and interpret them to pre-service and in-service teachers in order to facilitate understanding and integration into professional practice. The debate over the relative importance of content for future generations needs to be focused by knowledgeable teacher educators who understand history, teaching, research and technology.

Indicators

1. *Actively participate in learning communities that focus on educational change.*
2. *Demonstrate innovation in the field of teacher education.*
3. *Actively pursue new knowledge of global issues.*
4. *Support innovation adoption with research.*

5) TEACHER EDUCATION PROFESSION

Through a visionary and collaborative approach, accomplished teacher educators accept responsibility for improving their profession. They make a difference by attending to the complexities and vulnerabilities of the profession. Teacher educators share a responsibility for active service as members of local, state and national professional organizations. These affiliations offer a venue for professional identification and support to improve the teacher education profession.

Indicators

1. *Review resources designed to advance the profession.*
2. *Recruite future teacher educators.*



3. *Mentor colleagues toward professional excellence.*
4. *Advocate for high quality teacher education standards.*

Thus, teacher educators should advocate above all professional competencies for high quality education for all standards at all levels.

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