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Changing context of teacher education in the global scenario

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Teacher education is 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.

❖ **Dynamic Teacher Education and Training in the 21st Century Globalised world.**

For dynamic teacher education and training in the 21st century globalised world, teacher education and training institutions must design programmes that would help prospective teachers to know and understand deeply. A wide array of things about teaching and learning and in their social and cultural contexts. Furthermore, they must be able to enact these understandings in complex classroom situation serving increasingly diverse students. If the 21st century teacher is to succeed at this task, teacher education and training institutions must further design programmes that transform the kinds of settings in which both the novices and the experienced teachers teach and become competent teachers.

❖ **Structure of Globalized Teacher Education and Training Curricula:**

Throughout the world, reform and innovation initiatives by nation have triggered much discussion about the structure of teacher education and training programmes and certification categories into which programmes presumably feet

The curricula should take cognisance of the ever-changing needs of society, the globalisation scenario, the advancement and proliferation of technology and the way traditional classroom teaching is losing grounds for distance-virtual learning (Allen and Thomas, 2000; Kantrowitz *et al*, 1987).

The content of the curricula should take account of the 21st century classroom. Teachers should be trained on the state-of-the-art hard and software that will become common in the 21st century classroom. Training in technology should encompass telecommunications, satellite access, networking, the internet, videoconferencing and digital components as well as optical technology. These technologies will permit the 21st century teacher in the 21st century classroom feel comfortable and teach effectively and efficiently.

Another scenario is the changing pattern of world employment. There are so many professions in our modern world and this will multiply in the 21st century. The new directions in teacher education and training should take cognisance of this so that teachers are prepared to play multiple roles and take their rightful positions in the teaching-learning environment to face these challenges confidently. We can only improve the quality of education worldwide for our students if we provide our teachers with the required skills, knowledge and experiences. One which deserves mention is the ability of the 21st century teacher to control disruptive behaviour of students in the classroom which makes it impossible for the teacher to work efficiently and effectively and even in some instances puts the security of both students and teachers at risk.

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Problems of such nature may multiply in magnitude in schools in the 21st century and for this reason, teacher education and training institutions should equip teachers with knowledge and skills in management to be able to address such problems effectively and efficiently.

Teacher education curricula should be inclusive and emphasize on lifelong learning, development in technology and its applications and strategies for planning viable alternatives to benefit students. Emphasis should be on democratic principles and practices. The institutionalization of democracy will make teachers see the role of schools and their contribution to the development of democratic values, skills and behaviour from the global perspective.

❖ **Models of teacher education and training for the 21st century :**

The new directions will have to grapple with models of teacher education. The current models need reform and innovation and new models would have to be developed that would enable teachers to adapt comfortably to the changing times (Avalos, 1991; Monmathoko, 1995; Popkewitz, 1987, Ginsberg, 1988; Nagel, 1992; Al-Salmi, 1994; Shaeffer, 1990). The new models should emphasize learning to do and learning to think so that we do not produce learned monsters but learned thinkers.

There is absolute need for participatory teacher education. In this model, teachers in training should play active role in the training process. They should become participants in decisions regarding the needs to which their training must respond; what problems must be resolved in the day-to-day work environment and what specific knowledge and skills must be transmitted to them. In the participatory model teachers must be self-directed and self-taught. Every aspect of the training must be based on, reflection and introspection. The needs, problems, statuses and roles must be clearly defined, examined and analyzed by them. The actual concrete experiences of working with students should be emphasized. Teachers must be able to collectively examine and analyse their consequences, assisted by the trainers in solving problems.

The new teacher education and training should not lose site of the power of technology for both teachers and students learning. The real power of technology will come when teachers have been trained well in them and have captured the potential of technology themselves. In this way, teachers would be able to contribute to model the behaviour that the students are expected to learn thereby making them to grow up not to be learned monsters but more human, creative and productive.

❖ **Hence there would be a major shift**

From

- Learning within the four walls of the context the class room.
- Teacher centric, stable designs
- Disciplinary focus
- Teacher direction and decisions
- Teacher guidance and monitoring
- Passive reception in learning
- Knowledge as "given" and fixed

Conclusion

No Nation develops beyond the quality of its education system, which is highly depended on the quality of its

❖ **Globalising the teaching profession through a globalised teacher's council:**

Currently, every country has its own teaching council with specific objective to register professionally qualified teachers before they can practice. Every country has its own requirements that professional teachers should meet in order to be registered and certificated to teach. Even in the same country, like the USA, Australia and United Kingdom getting registered as a teacher entails delaying. In the USA every state has its own teaching council that registers professionally qualified teachers and certificated with a license to practice. A critical look at this scenario reveals that teacher transfer from one state to another in the same country becomes a burden if not delays while teacher-shortages abound in these countries.

In order to make teaching to become a mobile profession worldwide, there is need for 21st century globalised teaching council. The mandate of this council should be to collaborate with institutions and organizations responsible for teacher education and training to develop a common-core teacher education and training curricula as well as the establishment of teacher professional registration council which would be mandated to issue professional teaching licenses for practitioners that would be recognized world wide to make teacher mobility from region to region and country to country easy and fulfilling.

❖ **21st Century's Teacher Education Programme should be:**

- Views the learner as an active participative person in learning. His/her capabilities or potentials are seen not as fixed but capable of development through experiences.
- Does not treat knowledge as fixed, static or confined in books but as something being constructed through various types of experiences. It is created through discussion, evaluate, explain, compare and contrasts i.e., through interaction.
- Views the teacher as a facilitator, supporting, encouraging learner's learning.
- Puts full faith in self learning capacity of school children and student teacher and evolving proper educative programme for education.
- Emphasizes learning as a self-learning participatory process taking place in social context of learner's as well as wider social context of the community to nation as a whole.

To

- Learning in the wider social Classroom.
- Learner centric, flexible process
- Multidisciplinary, educational focus
- Learner autonomy
- Facilitates, support and encourages Learning
- Active participation in learning
- Knowledge as it evolves and created

teachers. Teachers should be given to most appropriate tools during and after their training, including content knowledge and skills as well as teaching methodology to be able to do

their work professionally. The globalisation concept, if taken into account, would require that teachers and teaching should be recognised like all other professions and should require stringent training and acquisition of knowledge and skills and professional registration under a global council of unified teacher registration body to allow for easy mobility of teachers across national boundaries.

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