

Teacher Quality

Management Strategies in Preparing Professional Teachers for Facing Global Challenges

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Abstract: In the 21st century education, teachers continue to play strategic roles in educating younger generation. Schools, where younger generation receive their educational opportunities continue to change in responding to the challenges of the century. These challenges are global in nature and have been penetrating all aspects of human life including education. Global challenges that education has been continuously facing include: the impact of global economy upon job markets, impact of ICT advancement influencing the life styles and the way the people think and act, the emergence of new cultures that become a dominant factor in the cultures of younger generation which are not always suitable to the existing values the people have been adopting from generation to generation. These challenges have brought about changes of needs of schools and learners. Schools are responsible for interpreting them into the content of education and the way the content is presented to the learners all these challenges keep changing and education is forced to be capable of meeting these changing challenges. Teacher responsibility relates to the capacity of schools in preparing the educational opportunity relevant to the needs of the learners. Teacher roles relate to the process of teaching and learning to make the learning be capable of equipping the learners to face whatever challenges brought about by globalization process occurring in the society. Studies on various strategies adopted and experienced by higher education institutions of many countries show that there were many alternative pathways in preparing quality teachers capable of educating younger generation to face future challenges. In ASEAN countries studies show that teacher education programs were conducted at the undergraduate level of the universities employing various pathways. It is believed there is no single pathway appropriate for preparing quality teachers. In countries such as USA, Australia and several countries in Europe, competent teachers are required to perform quality standards specifically determined for the teachers. Attributes that make the quality teachers, although of great varieties, are built into the behaviours of the teachers and are directed to the accomplishment of evidence of teacher quality performance in the process of learning. The Teachers must demonstrate that their performance have the impact upon the learning process and learning outcome. However, one fundamental question is raised: How are all of these quality attributes developed and built into the behaviours of prospective teachers through the process of teacher preparation program of the universities mandated for the purpose. The universities employ various strategies and pathways and are supported by well qualified faculty members and effective management in conducting the teaching learning processes for the prospective teachers. Management strategies aimed at coordinating all efforts directed to prepare the quality teachers in the most efficient and effective ways are needed. These management strategies are instrument to ensure that the quality standards determined are implemented, the process of teaching learning occurring in the teacher education institutions are effective, the professional field experiences undertaken at schools provide adequate opportunities to prospective teachers to perfectly blend all knowledge and skills previously received through the programs into the behaviours of prospective teachers Without the application of these strategies the efficiency and effectiveness of the programs cannot be ensured. This means that management strategies are imperative to be formulated and implemented to make teacher education programs a great success. The management strategies ensure that the prospective teachers are well equipped to face global challenges being faced by the schools and the teachers from time to time. It is believed that only well qualified teachers who are capable of facing the changing global challenges.

1 INTRODUCTION

In the 21st Century, education though out the world is impossible to escape from facing global challenges simply because education in itself contains global phenomenon. What is considered as necessity of today is that a clear understanding on matters related to the nature of global challenges impinging upon education especially upon programs related to the preparation of the quality teachers. The quality teachers, meaning teachers mastering the teacher quality attributes, relate to a number of elements : first, all attributes of qualities which the quality teachers must master; second, quality standards against which the teacher performance must be measured; third, the needs of the learners which become the focus of the performance of the quality teachers in carrying out the professional tasks; fourth, curriculum by which the quality teachers must be prepared; fifth, management strategies to ensure that all elements necessary for the quality teachers are blended perfectly as to be capable of prodding the quality teachers; sixth, the environment in which all the quality elements operate locally, nationally and globally. Understanding the nature of this strategic environments is of great necessity and becomes the departure point to analyse all elements related to the quality teachers and challenges they are facing.

2 THE NATURE OF GLOBAL CHALLENGES

Global challenges emerge as this result of complex globalization processes occurring in all aspects of life including education. Global challenges in pinging upon education including the following:

- a. Job structure, job content and job requirements are continously changing according to the changing demand in the job markets
- b. Advancement of techonologies penetrating all aspects of life includng educaton which have been creating revolution infleuncing the mind set of the people, the way the people think, feel, and do things
- c. Foreign languages by which the people ineteract one another on various aspects of life occurring.
- d. Innovation in various aspects of life bringing about dynamic changing and creating challenges such as in the world of business and industries which education must understand and respond

- e. Democracy bringing about chaos, complexities, the rise of public media touching the aspiration of the people
- f. Transparency driven through the avalability of open access brought about by wide varieities of ICT applications in almost all aspects of life of the poeple
- g. The advancement of social media penetrating activites of the public
- h. Advancement of internet techneologies and virtual fenomenon with unlimited wide varieties of ICT applications driving more advanced practices in business and industries influencing almost alll spheres of life of the public which education must respond

All above challenges are happening and will continue to happen in the future and seriously impinge upon the way the people think, feel and do things from time to time. Education concerns with the interests of the many and hence, are heavily influenced by these global challenges. These challenges become the dominant elements in the change of needs of the people and the needs of the learners considered essential for their future life. Schools must have the capacity to interpret these challenges into the curriculum. The interpretation of the challenges into the curriculum content and implementation become the needs of the schools that must be considered in the preparation programs of the quality teachers.

3 QUALITY STANDARDS NEEDED TO RESPOND TO GLOBAL CHALLENGES

The quality teachers are those who have acquired all quality attributes prescribed and determined in the quality standards of teacher education. These standards become the guidelines for preparing the teacher quality needed to equip quality teachers to respond to global challenges. In Indonesia the quality standards of education called National Education Standards (SNP) are stated in PP No. 19/2003. On the basis of these Standards Teacher Education Standards are formulated and are stated in Permenkemristek dikti No. 55/2017 (Kemristek Dikti, 2017). In other countries, such as in the US teacher education standards are determined by NCATE, while in Australia the standards are prescribed and determined by AITSL (AITSL, 2011). In many ASEAN countries the standards are stated in various government regulations depending on the national policies of each

respective government. The teacher education standards are considered extremely important because the teacher education preparation programs are developed on the basis of these standards. Studies of various countries show that the quality standards generally contain the following elements:

1. Fields of studies the quality teachers have to acquire
2. Pedagogical contents the quality teachers must have and are built in the teachers' activities in carrying out their professional tasks
3. Values, ethics and morals that the quality teachers must develop in their professional behaviours.
4. Strategic context related to strategic environments where education is operating and interacts in almost all aspects of learning processes.

In Australia the Teacher education standards are organized into two broad categories: program standards and professional standards. The program standards relate to the curriculum and the teacher education providers involved in the teacher preparation programs, while the professional standards relate to all quality attributes that the quality teachers must master. In the US the standards generally cover the field of expertise that the quality teachers must acquire, the pedagogical elements needed in the process of learning and the professional dispositions relate to values and ethics that the quality teachers must acquire in performing their professional tasks. In many ASEAN countries the quality standards generally relate to subject matter content, pedagogical elements and social and cultural values that all teachers must acquire in carrying out their professional duties. In Indonesia national education standards have become the main reference in developing teacher education standards. Consequently, teacher education standards do not cover elements like the standards of other countries have shown. The national education standards that become the main reference covers 8 major elements, they are competencies in the learning outcome that students must acquire, content of learning, learning processes, teachers and other education personnel, educational facilities, management, finance, and educational evaluation. The formulation of teacher education standards is patterned according to the way of thinking employed in determining the national education standards. Hence, such elements as content knowledge, pedagogical content, values, ethics and morality do not appear. This kind of approach is difficult to compare to other teacher education standards of other countries.

4 PROGRAMS AND APPROACHES IN PREPARING QUALITY TEACHERS

In general, teacher preparation programs are designed by teacher education institutions mandated for the purpose. The teacher education institutions are usually in the forms of university, schools of education of a university, and college of advanced education. In Indonesia there are three types of teacher education institutions, first, Universities mandated to prepare teachers and other education specialists including Indonesia University of Education, (UPI); second, college of advanced education (STKIP); third, faculty of education attached to a particular university. These teacher education institutions are of public and private. In Korea the teacher education institutions are of two kinds, national university of education and faculty of education. In several ASEAN countries teacher education institutions are of faculty of education attached to a particular university. In Malaysia the institutions are of two kinds; Faculty of education and university of education. In the US these teacher education institutions are of three kinds; school of education, college of education which both are parts of universities; third, The Institute of education a separate teacher education institution of tertiary level. All these trends show that teacher preparation programs are undertaken at the tertiary level. The programs are of undergraduate degree of four years. In Australia the programs are of four years of the undergraduate level plus one or two years beyond. Primary school teachers are prepared in Bachelor of Education degree of four years, while secondary teachers are prepared in bachelor of education degree programs plus one year. Graduates of Bachelor degrees of other academic disciplines wishing to enter into teaching profession are required to take two years beyond Bachelor degrees which leads to master of teaching to become fully qualified secondary school teachers. In Australia there are at least two pathways to proper quality teachers: First through integrated programs that is Bachelor of education plus one or two years beyond, and second, through bachelor degree of other academic disciplines plus two years beyond to become qualified teachers. In the US most programs are of four undergraduate degrees- consecutive and integrated in nature. In many Asian countries the programs are of four-year undergraduate degrees integrated in nature. In Indonesia teacher preparation programs are of four years integrated although the regulations explicitly show of four years plus one-

year professional teacher preparation programs which are consecutive in nature. The regulation and the realities are not matched and becomes controversial. Academic community in teacher education institutions are convinced that the teacher preparation programs of one year beyond bachelor degrees of any academic disciplines will not be capable of producing qualified teachers especially in the 21-st century in which quality teachers continually face global challenges.

Regardless of various pathways undertaken by teacher education institutions, the key issue is the programs should be designed on the basis of teacher education standards determined. It is the standards which determine the appropriateness of the programs to produce quality teachers. Those programs which do not meet the required standards will not be recognized and may be revoked or stopped and are considered illegal.

5 STRATEGIES FOR ENSURING THE QUALITY TEACHERS TO HAVE THE CAPACITY TO FACE GLOBAL CHALLENGES

The quality teachers could only be accomplished through the application of teacher education standards. The quality teachers are assumed to have the capacities to face especially global challenges in pinging upon education. It is for this reason strategies employed for preparing the quality teachers are needed. The strategies are aimed at accomplishing the maximum degree of efficiency and effectiveness in managing the proses of preparing the quality teachers.

These management strategies consist of detail designing curriculum which meet the required teacher education standards ; pathways to be undertaken for preparing quality teachers; continuous monitoring and evaluation in the implementation of the curriculum; Undertaking the teaching processes in preparing quality teachers; performance assessment of the prospective teachers; establishing strong ties with cooperating schools and continual teacher professional development to meet the changing challenges.

5.1 Determine Strong Policies to Support Teacher Education Programs

Strong and appropriate institutional policies are needed to place the teacher education programs of high priorities to respond to the mandate given by the government. The focus of the policies is upon : first, the allocation of the finance to support the programs covering all aspects of the teaching learning processes; second, availability of capable faculty members and staff involved in implementing the programs; third, the availability of all resources needed by the programs to achieve the quality goals expected; fourth, cooperation with cooperating schools where the professional field experiences take place; research undertaken to support the academic development of the programs to keep the programs continuously be updated to face all challenges especially the global challenges. Correct and strong policies determined will be capable of producing the quality programs and the quality teachers of the future.

5.2 Designing Curriculum for Quality Teachers

The design must incorporate all quality properties determined in the teacher education curriculum standards including the philosophy, the goals and objectives to be accomplished, curriculum structure, content of courses, professional field experiences, and the teaching learning processes. The curriculum design must have the capacity to respond to the needs of the learners and the changing demand for education.

5.3 Pathways in Preparing the Quality Teachers

Studies of various teacher preparation programs of many countries show that there is no single pathway undertaken by teacher education providers. It is believed that more flexible pathways are more desirable than only one pathway. In Australia for primary school teachers the program is of four years of integrated bachelor of education degree, while for secondary school teachers the program is of four years of integrated Bachelor of education degree plus one year beyond. Graduates coming from various undergraduate programs should take two-year programs to prepare them to become qualified secondary school teachers. In the US the teacher

preparation programs are of four-year undergraduate degree taken both concurrently and consecutively which comply with determined teacher education standards. In many Asian countries most teacher education preparation programs are of four-year undergraduate degree taken interactively. All of these findings show that teacher preparation programs are of at least of four-year undergraduate degree level to produce qualified teachers.

5.4 Continual Monitoring and Evaluation of the Curriculum Implementation

Continual monitoring and evaluation is needed to ensure that the detailed design of teacher education curriculum undertaken by teacher education providers consistently meet and comply with the curriculum standards determined. The activities may be carried out internally by teacher education unit specifically designed for the purpose or externally by professional association charged responsible for the purpose including accreditation agencies. The programs which do not meet the standards may be revoked, stopped or eliminated totally.

5.5 Effective Teaching Learning Processes

The teaching learning processes undertaken by teacher education providers are key to the success of the teacher preparation programs for quality teachers. The key elements covered include all elements involved in the process of teaching and learning such as the teaching staff, the teaching processes of every sessions, the course content, technologies used in the teaching processes and all educational facilities needed. All of these elements are managed in such a way as to produce effective teaching learning processes. The degree of effectiveness of the teaching could be measured through the accomplishment of objectives and the standards applied.

5.6 Performance Assessment of Prospective Teachers

Performance assessment should be considered as a part of the total teaching learning processes. Performance assessment is a process of evaluation on all aspects required to be mastered by prospective

teachers to become prospective qualified teachers. The performance assessment covers all dimensions especially professional field experiences because it is in the program the blending processes to become qualified professional teachers occur. The assessment requires a comprehensive instrument designed for the purpose. Only through this instrument professional assessment could comprehensively be undertaken to ensure that all quality properties stated in the teacher education standards are met and acquired by the prospective teachers.

5.7 Establish Strong Relations with Schools

It is imperative for teacher education providers to have strong partnership with schools because schools are places where the prospective teachers are employed. Schools are primary users of the graduates. Schools exhibit the needs the teacher education providers required in preparing the qualified teachers. Needs of the learners are assumed to have appropriately been considered in providing teaching learning processes as to prepare children for facing their future life. Hence, it is imperative for teachers to have all capacities to enter to the teaching profession which should be capable of responding the schools needs and the needs of the learners. All these phenomena could only be put into reality if the ties and partnership between the schools and teacher education providers occur from time to time.

5.8 Globally Minded Approach to Teacher Preparation Programs

Global challenges continuously influence all aspects of schools including the needs of the learners. Global challenges are inseparable from all needs the learners have. Schools of the 21st century put the global challenges as major needs to be considered in the process of teaching learning at schools. Hence, the teacher preparation programs undertaken by teacher education providers cannot escape from these realities in the sense that the teacher preparation programs should consider the global minded approach seriously in the design of the curriculum, in the implementation processes and in the teaching learning processes for preparing the qualified teachers. The quality teachers must become teachers of the future. The implication of these concept is upon the quality of faculty and staff and upon the management system employed by teacher education providers. To ensure all these matters an accreditation system is established to evaluate comprehensively the

programs, the teacher education providers including the quality of faculty and staff, the management operation of the programs, and the performance of prospective teachers in the field.

5.9 Establish Quality Assurance System

The purposes of the establishment of quality assurance system is to ensure that teacher preparation programs have all the capacities required to produce qualified teachers and meet all standards determined. The teacher education institutions mandated to undertake the teacher education preparation programs fully commit and comply with the required standards regardless of various pathways offered. The quality assurance system is also responsible to assess the extent to which the programs designed meet all global challenges being faced by education, including teacher education institutions themselves and the teachers they produce.

6 QUALITY ASSURANCE SYSTEM: ACCREDITATION

Quality assurance is a complex management process to ensure that the quality standards are appropriately met in the sense that the application of the quality standards and the accomplishment of goals determined could be proven empirically and the impact achieved could be measured. The assessment of the application of the standards and the accomplishment of the goals determined could only be undertaken through a comprehensive assessment by applying accreditation processes carried out by an accreditation agency established for the purpose. This agency is mandated legally to carry out the assessment to ensure that the standards are fully met. The accreditation agency is responsible to perform three basic functions: the program accreditation, the institutional accreditation and the teacher accreditation.

The institutional accreditation is focused upon the accreditation all institutional aspects which covers the assessment of institutional management, academic matters, resources utilized to support the academic processes, student development, faculty and staff, researches undertaken, publications, international cooperation and many other aspects of the institutions based on the total standards determined.

The program accreditation is focused upon the overall assessment of teacher education programs undertaken by teacher education providers in preparing the quality teachers. The assessment is based upon the teacher education standards determined.

The accreditation of teachers is referred to the comprehensive assessment of teacher performance in the fields to ascertain the evidence and impact of the performance that the teachers have made upon the teaching learning processes and learning outcome based on standards determined. The assessment uses instruments especially developed to assess the implementation of all elements stated in the teacher education standards. The instrument is used by assessors who are specifically prepared as the assessor of the quality assurance agency. Through this process of the assessment the quality teachers are evaluated on the extent to which that the teachers are well equipped with all capacities required to face the global challenges of the 21st century. The results of the teacher accreditation become the empirical evidence that the teachers have acquired and mastered all quality properties indicated in the teacher education standards.

7 CONCLUDING REMARKS

In the 21st century quality teachers continue to play strategic roles in educating younger generation of the future. Global challenges as the results of globalization process impinging upon education which must be responded by education including schools and teacher education providers. The quality teachers are those who have acquired and mastered fully all quality attributes determined by the teacher education standards. The quality reaches are prepared through the implementation of teacher education preparation programs undertaken by teacher education institutions legally mandated to undertake the programs. The teacher preparation programs cover content knowledge, pedagogical content, professional dispositions, socio cultural values blended perfectly in the be several of prospective teachers. Only the quality teachers are well equipped to face global challenges.

Management strategies are needed to ensure that all standards are fully met, the teacher education preparation programs are successfully undertaken by teacher education providers and the quality teachers needed to face global challenges are produced in the most efficient and effective ways.

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