

Unit 3: Teacher and School Management

Concept of Effective Teaching - Code of Conduct: Professional ethics - Qualification of effective teacher - Evaluation of Effectiveness - Professional Growth - Significance of (INSET): In-service Education for Teacher) - Status of the Teacher - Accountability of Teacher - Recommendations of various commissions.

Introduction

From times immemorial, East or West, North or South throughout the globe the teacher has been respected and worshipped by the society. In ancient India he was ranked next to god. In the West he has been called the 'architect of nation', "the harbinger of the programmed of culture", "the maker of man" and the 'destiny maker' of children.

It is not out of place here to mention some of prominent views of thinkers about the teacher.

In India: The teacher is Brahma, he is lord Vishnu, he is god Siva, he is the entire universe, to such guru pranamas.

Kabir: If teacher and God, both stand before me whom should I worship?

I bow to my teacher who shows me to god.

Humayun Kabir: Teachers are literally the architects of a nation's destiny.

H.G. Wells: The teacher is real maker of history.

Sir John Adam: The teacher is a maker of man.

Thus, it is clear that throughout the world, the teacher is respected. A teacher is therefore, the pivot of educational system and an essential trail blazer in the lives of learners and in the process of education for development. If the teachers are enabled and empowered to perform the multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction begins culminating into a high quality learning among children in cognitive, affective and psychomotor areas of human development.

Concept of Effective Teaching

Teaching offers a bright and rewarding career for those who can meet the intellectual and social challenges of the job. Modern society demands schools staffed with expert teachers to provide instruction and to care for children.

In our society teachers are given special status. As experts and professionals, they are expected to use best practices to help students learn essential skills and attitudes. It is no longer sufficient for teachers to be warm and loving towards children nor is it sufficient for them to employ teaching practices based on personal performance, and conventional models. Contemporary teachers are held accountable for using teaching practices that have been shown to be effective, just as members of other professions, such as medicine, law. Every teacher should therefore, know what is effective teaching.

Effective teaching requires as its baseline individuals who are academically able, who have command over the subjects they are required to teach, and who care about the well being of children.

- It is also defined as a "practice that produces excellent results mainly academic achievement and social learning".
- Effective teaching is "utilization of best teaching practices [models, strategies, procedures, experiments] and use them to instruct children in classroom and to work with adults in the school setting".
- Effective teaching is nothing but demonstration of teaching skills to approach all aspects of school learning in a reflective and problem solving manner, improving their own teaching as well as improving learning abilities of students.
- Effective teaching is understanding the child and his capacities and planning for teaching keeping in view the child psychology.

Therefore, in education literature there are a number of definitions for 'effective teaching'. Keeping in view the above definitions let us now understand the characteristic features of an effective teacher.

Pre-requisite Characteristic of Effective Teacher

Now the question is what makes a teacher? Who is an effective teacher? Or what are the essential characteristics of a teacher?

• An Effective Teacher

An effective teacher in general may be one who

- is liked and loved by the children, appreciated by the community and endeared by the peers.
- Is modest and has the necessary self-confidence and self-images of being a partner in the nation building process.
- Is aware of the impact of knowledge explosion, population's explosion and explosion of the rising expectations from education.
- Knows how to collect information from the right sources and process it for the teaching-learning strategies.
- Is willing to renew his/her approach, methodology and techniques in consonance with the changing times.
- Is confident, willing and skilled to achieve professional up gradation, particularly through self-directed learning.
- realises his position as a role model for the children and is a communicator of new developments to the children; and
- has the capacity, as a socializing agent, to interact with all those who could help enhance institutional efficiency and contribute to the growth, relevance and utility of education (Extract from NCTE Initial Document).

But the above traits and qualities are general in nature and we have not covered from whose angle the qualities are to be considered and accepting which of such traits. Students have their own criteria of judging a teacher, and so have the headmaster, the parents, the educational authorities and the common man. It is rally difficult to strike a balance between the demands put on the teacher by all categories of people. But we may sum up the essential qualities from the point of view of students, headmaster, parents and community.

Pupils point of view

Hart, a famous educationist classified traits as decided by the pupils, both positive and negative, as detailed below.

• Positive Traits

- Cheerful, happy, good-nature, sense of humor and jovial.
- Human, friendly 'one' of us.
- Interested in understanding pupils.
- Making work interesting, motivating them to work with pleasure.
- Commanding respect.

• Traits disliked by pupils were

- Bad temper
- Not helpful in school work
- Partiality
- Haughtiness
- Extreme strictness

Parents' point of view

Parents have their own views. According to them liked traits are

- Sympathetic to the child
- Paying individual attention to the child
- Help the child to get good results.
- Impartial.

Headmaster's point of view

- To be obedient, loyal and hardworking
- Intelligent, co-operative and helpful.

- Able to bring credit to the school.
- Capable of organizing co-curricular activities.
- Good community relationship.

Community's point of view

- Live in the village/place of work.
- Work hard to get good results.
- Able to bring credit to the school.
- Impartial
- Helpful to the school and community.

Role Expectations of Teacher in the Twenty First Century

Teaching has always been a complex role, and it has become more so as schools have taken an increased social responsibility. Understanding the role of teacher as it exists today requires a clear understanding of role expectation in the twenty first century.

i) Command over the subject matter

The teacher should have a good command over the subject matter that he teaches. We all probably have had some teachers whom we remember even today who are genuinely excited about their particular subject or discipline. Although such teachers often drive students to work-hard, they are the ones who usually make the greatest impact.

ii) Know about the background of the children and their experiences.

The teacher should know the child which is the cardinal principle of educational psychology. Many teachers would feel that they are the local parents of the children. He/She should develop intimate and cordial relationship with the pupils. For this:

- He must know the child well and discover his attitudes, interests, needs and aptitudes. He should not rule by fear but with love and affection.
- He must respect the child, sympathies with his instincts and needs.
- He must be easily accessible to pupils and treat all children equally well without bias, and subjectivity.
- His behaviour should be exemplary. He must act as their model and must do nothing, himself, which he forbids the pupils to do. He must avoid drinking, smoking, chewing, spitting, gambling and be quarrelsome. He should not be an imitator or a hypocrite.

iii) Ability to organize learning experiences logically & systematically

Another important character of a good teacher is he should organize teaching process in a systematic manner. He should come prepared for the class, use teaching aids effectively, his blackboard work should be neat and clean. Involve students in the learning process and make them participate effectively, encourage experimentation, and adopt dynamic methods of teaching.

iv) Going to the classroom unprepared

This is one of the bad tendencies seen in many teachers. In the absence of proper preparation, through homework, he fails to deliver goods in the classroom, hides his unpreparedness, and when he is forced to give answers to students, he bluffs the students. Such acts of the teacher will bring disrespect to the profession.

v) Effective Class-room management

Yet another important character of a good teacher is effective classroom management. The teacher should have the ability to organize the classroom. He should ask for himself the following questions.

1. How can I help in solving the problems of backward students in the classroom?
2. Am I maintaining good discipline in the classroom?
3. Am I unapproachable to students? Am I non-serious about their learning problems?
4. Am I managing and controlling inappropriate and disruptive behaviour of students?
5. Am I exhibiting confidence and exerting influence on pupils?

vi) Good communicative skills

A teacher should have clear communicative skills. He should have fluency in expression so as to teach the subject matter with proper explanation, elucidating and giving proper instruction to the pupils. He should

have good pronunciation, so that his pupils do not imitate wrong habits of pronouncing. His voice should be clear, pleasant, and fairly audible, with modulation in order to express different shades of meaning.

Other Essential Qualities for a Successful Teacher

i) Teacher's character

If the teacher becomes an embodiment of right conduct in thought, work and deed, the students by their association will learn virtue and develop many qualities. They can be humanized and can live and act like good citizens.

ii) Teacher's personality

Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, pleasant manners, initiative, open-mindedness etc, are some of the essential traits of an ideal teacher. External appearance has a psychological effect upon the students. By attractive appearance he can win the love and affection of his students and can command respect. He should be frank, tolerant, kind, fair and straight forward so that he can stimulate learning.

iii) Teacher's physical health

A teacher should possess a sound body along with a sound mind. He should have a sound physical health, energy, vitality and be free from physical defects. This will make his students cheerful, happy, dynamic and enthusiastic.

iv) Teacher's social adjustment

Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. He should not be quiet, retreating and introverted. He should mix freely in the society to have a large body of friends and take a helpful interest in his neighbours. Normal social life outside the school will go a long way to give him happy social adjustments.

v) Teacher's professional efficiency

The teacher must possess a strong sense of vocation and true devotion towards teaching. He should have a genuine love for his students. For sound professional efficiency, he should have the knowledge of psychology, educational philosophy, aims, contents, methods and materials of instruction, skills and interest in teaching.

vi) Teacher's academic achievements

A teacher should possess knowledge of the fundamentals of the subjects he teaches. He should have a sound academic knowledge "No teacher who is not master of the field or who is not in touch with the latest developments in his subject and who does not bring to bear upon his duties a free and open mind will ever succeed in inspiring youth with love of truth which is the principle object of education", says Radhakrishnan Commission.

Self-evaluation and Professional Growth of Teachers

Self-appraisal

Teacher appraisal is a mechanism for improving teaching and learning. We all agree that teachers' professional competencies and performances are the keys to the delivery of quality education. In a well designed staff appraisal system, the instruments and procedures can constitute valuable professional development for teachers and enable the management to assess a teacher's performance. The teacher appraisal system asserts in recognizing and encouraging good performance, identifying areas for development and improving overall performance of teachers.

Performance appraisal must not be confused with fault finding process, appraisal, properly used, will provide far greater benefits than any mechanical procedures for measuring merit.

Merits of performance appraisal

It is widely claimed that a well-run appraisal system will benefit individual members of staff by:

- ❖ giving them a greater sense of purpose through the provision of clear objectives.
- ❖ encouraging self-development and personal initiative.
- ❖ enhancing their self-esteem and self-confidence.
- ❖ reducing alienation and resentment, by providing the opportunity for free discussion.

- ❖ providing opportunity for the dissemination of career advice.
- ❖ enhancing the communication of organizational aims to all staff and facilitating the coordination of effort.
- ❖ channeling individual effort into organizational goals.
- ❖ providing the opportunity to initiate problem-solving and counseling interviews.
- ❖ contributing to the institutional audit or review.
- ❖ giving managers greater control through the setting of objectives within a school development plan.
- ❖ helping to build morale.
- ❖ encouraging better communication, both vertical and lateral, and more open style of management.
- ❖ proving the means whereby the individual can influence the organization.
- ❖ facilitating the identification of talent.
- ❖ providing a mechanism whereby individual effort may be recognized even when no financial reward can be given.
- ❖ integrating the individual and the organization.

Types of Appraisal

There are different types of appraisals viz appraisal by the students, appraisal by self, appraisal by colleagues, appraisal by the parents, appraisal by the management and appraisal by the educational authorities. In advanced schools all the five types of appraisals are being employed to get proper feedback.

- i) **Appraisal by students:** In this process the students appraise the teacher's performance as they know the teacher intimately. Student's appraisal is some kind of feedback we receive. Students feed-back is not concerned just with class-room performance but with all the organizational relationship a teacher has with his students.
- ii) **Self-appraisal:** It is the most difficult form of appraisal to undertake. It requires considerable self-discipline and careful review of one's own work. The purpose of self-appraisal is not to glorify oneself but to lead to some sort of action.
- iii) **Line appraisal:** Line appraisal is the most common form of appraisal by his class-mates, management and officials of the education department. It requires a level of trust between the two. This kind of appraisal will give us various shades of opinion about the teachers by different people.

Self-appraisal is one of the best forms of appraisal to judge teachers' performance related to the job unbiased. However institutions can use a mix of the above strategies according to their needs, their development stage and individual duties of teachers.

Model Self-appraisal Tools (Questionnaire)

A sample Five-Point Scale appraisal questionnaire is presented below for the benefit of students-teachers to understand the test items that go into the self-appraisal tool. Each item is to be assessed on a 5-point scale with 5,4,3,2,1 which qualify excellent, v.good, good, v. fair and fair, respectively or "Always, frequently, occasionally, once in a week and never." See the sample given below

Work-habits of a Teacher – Questionnaire

Item	Scale				
	5	4	3	2	1
1. (I will) go to the class-room with written teaching notes.					
2. (I will) use teaching aids for effective teaching.					
3. (I will) take all periods allotted in the timetable.					

The same instrument may be used with minor modification to elicit the views of students, peer group and management about the teacher. Based on their responses and the self-appraisal responses, levels of significance may be determined to make appropriate judgement.

Professional Growth of a Teacher

In all professions there is a need to provide further training and special courses of study on continuing basis after initial basic preparation. The need is most urgent in the teaching profession because of the rapid advances in all fields of knowledge and continuing evolution of pedagogical theory and practice. The programme will have to be developed through a number of agencies and activities. The first is the school itself which must provide opportunities to the teacher to learn from his experience and through consultation and discussion with experienced teachers in the school. The head and the senior teachers have a special role to play in providing guidance to the new teacher through planning his work and through organizing suitable activities such as staff clubs and seminars and discussion groups. CTEs, IASEs, DIETs, SCERT and teacher organizations can also play a significant role in this programme.

In fact, it is an attempt to increase the competency of the staff through seminars, workshops, conferences, study groups, courses, lectures, inter-school visits, traveling, writing and the like. It includes all types of formal and informal programmes, which contribute to the professional growth of the teachers who are already in service. The following list illustrates the activities which come within the sphere of continuing professional development of the teaching staff.

- Opportunities should be given to all the in-service teachers to visit, to observe and participate in outstanding educational programmes.
- Conducting parent-teachers meeting on important problems like "The aims and objectives of education", "post-school adjustability of the students" etc.
- Organizing seminars and workshops to demonstrate experiments on modern teaching devices. The experiments on new teaching devices like, 'team teaching', 'micro-teaching', 'open space' etc. should be demonstrated to the in-service teachers.
- Helping teachers know the special skills like curriculum development, instructional improvement, demonstrations, research and dissemination.
- Providing facilities to teachers to visit schools to observe other teachers, instructors and administrators at work.
- Organization of Faculty Meetings.

Faculty meetings can contribute to staff growth. They improve the quality of staff and the school programme. It is an opportunity for co-operative thinking, for staff planning, for the presentation of stimulating talks by resource persons and for exchanging of ideas.

- Action Research is useful for professional growth of teacher.
- Participation in extension work.

Active participation in extension courses arranged by the education department or other organization.

POA 1992 laid emphasis on special orientation for school teachers. It says that in order to achieve the desirable goal of the in-service training of all the teachers within five year special orientation programme for teachers will be launched covering about 4.50 to 5 lakh teachers per year under this programme as well as training programmes conducted by the DIETs. The emphasis will be on training the teachers in the use of OBB materials and orienting-them towards the LKK strategy with a focus on teaching of language, mathematics and environmental studies.

Further, it says that norms for accountability of teachers will be laid down with incentives for good performance and disincentives for non-performance. Assessment of teachers will be made on the basis of their comprehensive performance appraisal and their continuous education and improvement.

Significance of INSET (In-service Education for Teachers)

The need for today is to strengthen the programme of continuing education of teachers and to build up a large network of agencies offering in-service programmes. The report of the Education Commission (1964-66) has given special emphasis on the in-service education of teachers and other educational personnel. In-service

Education is now accepted as an integral part of the professional preparation of teachers. This is mainly due to the following:

- The programme of curriculum development in the field of Science and also humanities is the main concern of the Government which is keen to upgrade the standard and quality of School Education.
- Constantly changing methods of instruction and restatement of the objectives necessitate the reorientation of teachers from time to time.
- Continuous study and diligent scholarship are required of teachers who want to keep up with the new developments in Science and teaching.
- Teachers in-service are faced with many pressing problems which were not or could not be anticipated in their pre-service programme of education. In-service programmes are often planned to deal directly with these problems.
- The responsibility of teachers in the underdeveloped or those developing countries is much greater than that of the teachers in advanced countries. Reaching to some optimum level in comparison with the advanced countries is one part of the responsibility. The other is to meet the challenge of advancement in shoulder race with them. In-service education alone will deal with these problems and enable teachers to contribute their share to the national reconstruction.
- In the light of the new instructional programmes developed to organizations like N.C.E.R.T, the in-service education programme assumes as great an importance as the pre-service programmes.
- The quality of pre-service training is poor and insufficient and unless something is done to improve the quality of teachers the teachers may be destroyed by intellectual torpedo, not weapons.
- It is a means to break the isolation of teachers with one another and with academic centers of excellence.
- In-service training by specialized agencies will provide a meetings place for teachers to discuss new innovations and lead them to try out their own ideas and projects instead of following routine methods. Such a close link between the teachers and in-service training centers has immense potentialities for making Science Education dynamic and progressive.

In 1953 the Secondary Education Commission also emphasized the need for in-service education and strongly recommended that the training colleges should accept the responsibility for assisting in-service training and should allow some of the staff to serve as consultants to bring about school improvement programme.

It also recommended for the organization of

- Refreshes courses.
- Short-intensive courses in special subjects.
- Practical training in workshop.
- Seminars and professional conferences.

Agencies of In-service Programme

The government of India while emphasizing the need for in-service education for teachers entrusted this responsibility to NCERT, NIEPA and other Teacher Training colleges, IASE, CTEs and DIETs and suggested that NCERT through SCERTs and DIETs with other national level institutions also provide necessary input. Some of the acknowledged training institutions are 1) CIEFL 2) RIEs iii) C.B.S.E iv) Professional organizations of teachers v) IASEs located in universities vi) Voluntary organizations vii) Teachers centers.

Steps to be Taken to Run In-service Training Programmes Effectively

The following steps are suggested to run in-service training programmes effectively.

- To make teachers acknowledge the fact that in-service training programme is to brighten the lives of teachers and improve their work.
- Spell out the objectives of in-service training programme on to all.
- Networking of all in-service agencies to avoid overlapping in the training programmes.
- Proper selection procedures to be adopted for teachers to undergo in-service training programme.
- All in-service training programme should be arranged according to the felt of teacher.
- Speaking and lecturing should be given minimum importance while planning training programmes. More weightage should be given to activities and the programme should be organised on workshop mode.

- Teachers attending in-service training programmes should be paid T.A and D.A on the spot and issue participation certificate.
- Programme should be organised with all seriousness by selecting right Resource personnel and programme organizers.
- Programme objectives, components, duration, duties and responsibilities of trainees and programme instructions should be supplied well in advance.
- Every programme should be associated with pre-test and post-test assessment.
- Resources required for running the programme viz. material, HRD and finances should be procured and kept ready.
- Advantages/merits/rewards associated with the programme should be announced before hand so as to make the participants aware of the importance of the programme.