



STRATEGIES, TECHNIQUES, APPLICATIONS AND RESOURCES

Dr. Arceloni Neusa Volpato
Dr. B. Balaji
Dr. S. Karthikeyan
Dr. Divya R. Panjwani

An Analytical Study about Teachers' Professionalism and Teachers as Professionals

Wahida Rais

Research Scholar, Faculty of Education, Integral University, Lucknow

Dr. Vivek Rogers

Assistant Professor, Faculty of Education, Integral University, Lucknow

Abstract:

The National Curriculum Framework for Teacher Education (NCFTE) emphasises the importance of developing a professional workforce, stating that professional development is a lifelong process and a key element in developing professional competencies. The profession is defined by a long period of academic training, a systematic, well-structured repository of knowledge, formal and intensive vocational training, and codes of professional ethics. Teaching is seen as a profession, as it changes with the situation and context of the learner, necessitating constant contingency decisions.

Key Words: Teacher Education, Professional workforce, Professional development, National Curriculum Framework for Teacher Education.

1. Introduction

Providing learning opportunities for students to transition from the darkness of ignorance to the light of knowledge is a crucial task performed by educational institutions. Teachers are among the most important members of staff in the institutions who significantly contribute to this development. The teacher is the most crucial component of any educational programme, as stated by NCTE (1998) in Quality Concerns in Secondary Teacher Education. At every step, the educational process is primarily carried out by the teacher. This highlights how investing in teacher development is essential to ensuring a country's future stability. It is widely acknowledged that a teacher's skill, sensitivity, and motivation play a major role in the nature and level of student performance.

The National Curriculum Framework for Teacher Education (NCFTE): To Develop Professional and Compassionate Teachers (National Council for Teacher Education, 2009) emphasises the importance of developing a professional workforce.

2. Key Aspects of NCFTE 2009 about the Professionalism of Teachers:

The National Curriculum Framework for Teacher Education (NCFTE) 2009, outlines several key points about the professionalism of teachers. Here are some of the main points regarding the professionalism of teachers according to NCFTE 2009:

- 1. Continuous Professional Development:** Teachers are expected to engage in continuous professional development to enhance their knowledge and skills throughout their careers. This includes attending workshops, seminars, and relevant training programs.
- 2. Reflective Practice:** Professional teachers are encouraged to be reflective practitioners. They should critically evaluate their teaching methods and experiences to make improvements and adjustments as needed.
- 3. Lifelong Learning:** Teachers are viewed as lifelong learners themselves, continually updating their knowledge to keep up with evolving educational practices and technologies.
- 4. Ethical and Social Commitment:** Teachers are expected to uphold high ethical standards and demonstrate a strong commitment to social values and social justice. They should serve as ethical role models for their students.
- 5. Inclusivity:** Professional teachers are responsible for creating inclusive learning environments where all students, including those with special needs, have the opportunity to learn and succeed.
- 6. Cultural Sensitivity:** Teachers are encouraged to be culturally sensitive and aware, respecting the diversity of cultures, languages, and backgrounds among their students.

- 7. Collaboration:** Teachers should collaborate with colleagues, parents, and the community to enhance the educational experience of their students.
- 8. Technology Integration:** NCFTE 2009 acknowledges the role of technology in education and expects teachers to be proficient in integrating technology into their teaching practices.
- 9. Assessment and Feedback:** Teachers should use various assessment methods to gauge student progress and provide timely and constructive feedback to help students improve.
- 10. Research and Innovation:** The framework encourages teachers to engage in educational research and innovation to contribute to the improvement of teaching and learning processes.
- 11. Flexibility and Adaptability:** Teachers should be adaptable and flexible in responding to changing educational contexts and the diverse needs of their students.
- 12. Communication Skills:** Effective communication skills are essential for teachers to convey information, ideas, and instructions clearly to their students.
- 13. Professional Responsibility:** Teachers are responsible for the overall development and well-being of their students, including their academic, social, and emotional growth.
- 14. Professional Ethics:** Teachers are expected to adhere to a strong code of professional ethics, including maintaining confidentiality, avoiding conflicts of interest, and promoting ethical behaviour among students.

These key points from NCFTE 2009 emphasize the professional standards and responsibilities expected of teachers. They highlight the role of teachers as dedicated professionals committed to the continuous improvement of education and the well-being of students.

3. The meaning of the word Professional:

In defining the Professional, Eric Hoyle (1982) presents some standards:

- I.** A profession is a job that serves an important social purpose. A certain level of skill is required to do this job.
- II.** While doing this work, new situations can be created which can be faced with the help of these skills.
- III.** Therefore, the knowledge gained from experience or a definite guideline is not enough, solutions have to be found with the help of organized and systematic knowledge.
- IV.** A long period of higher education is required to acquire this knowledge and skills.
- V.** Professionalism values also include socialization during this preparation.
- VI.** Commitment to the 'customer' is key to these values.

Since professional knowledge cannot be equally put to use for every situation, autonomy and freedom of decision-making are imperative for the professional.

Because the responsibilities of the profession are so specific, the participation of members of the profession in policy-making related to this profession and the right to make decisions and autonomy from governance is essential.

The result of a long period of preparation, responsibility, and intense commitment to the 'customer' is a high reputation and a decent salary.

The National Teacher Education Curriculum Framework 2009 defines the characteristics of the profession as "a sufficiently long period of academic training, a systematic, well-structured repository of knowledge on which the work is based, a sufficient period of formal and intensive vocational training and practical experience in the field of work, and codes of professional ethics that bind members into a fraternity."

The National Teacher Education Curriculum Framework 2009 defines the Professionalism as "a set of qualities, behaviors, and attitudes that are expected of individuals in a specific profession or occupation. It encompasses a commitment to ethical standards, competence, integrity, and a dedication to fulfilling the responsibilities and duties associated with one's profession". Professionalism also include socialization during this preparation.

Professional values also include socialization during this preparation. "The National Teacher Education Curriculum Framework 2009 defines the characteristics of the Professional values as: "Professional values are a set of principles and ethical standards that guide the behavior, decisions, and conduct of individuals in a specific

profession or occupation. These values help define the professional identity and establish expectations for ethical and responsible practice within that profession.”

According to Squires (2003), some people say that teaching cannot be a profession. Teaching is a blend of knowledge drawn from many fields of study. It is not a field of study. That is why the voice of teachers is not found in policy or high-level decisions. However the scribes regard this opinion as a poor view of teaching. To some extent, he holds teachers responsible because they have defined teaching only by methods. Squires proposes a new way of looking at teaching like other professions, which helps in achieving an objective, teaching is context-based and learning is procedural.

Teaching, itself, is not made pleasant but is helpful in someone else's learning, and the change that learning brings is much more than the scope of teaching. Teaching changes with the situation and the context of the learner; therefore, teachers have to constantly make contingency decisions. They cannot adopt fixed methods. It also changes in terms of time and thinking. Thus, skiers view teaching as a profession.

4. Meaning of the word ‘Professional’ in the context of Teacher:

A professional person has his own distinct professional identity. Reflecting on the characteristics of a teacher's work, there is no doubt that the teacher has a unique identity. At the same time, entry into a profession is formal; this statement is also true for a teacher. A person can become a teacher only if he spends at least two years in an institution of teacher education, passes an examination, and obtains a recognized degree. Also, to teach in some classes, the teacher has to give a demonstration of success in the Teaching Eligibility Test (TET) as well.

Systematic knowledge is required for teaching. A teacher must have theoretical knowledge, subject-specific knowledge, and professional knowledge. Only with a thorough knowledge of the subject matter can a teacher present this knowledge in a suitable manner to students of different levels. At the same time, knowledge of the subject matter gives the teacher confidence. This confidence develops a teacher who can give students the freedom to learn on their own. You can answer their questions and, on the basis of these questions, deviate from the predetermined plan. This is possible only if, during pre-service teacher education, the student teachers are given opportunities to work in real classrooms, where they are given positive feedback and encouragement to think. Also, by observing the classes of experienced teachers and their classmates, opportunities for discussion should be provided to understand and analyze the work being done by them.

A blended understanding of pedagogy and content is also essential to the teaching-learning process. The teacher not only needs an understanding of the knowledge, but he also has to combine this knowledge with his own experience to create a personal framework that will guide his decisions and actions. This is possible only through a well-planned and long-term teacher education programme.

For a professional teacher, the need for a well-organized knowledge repository is not only for the process of teaching and learning but also to build one's autonomy. The characteristics of a professional teacher also include autonomy and accountability. Autonomy and accountability, however, are the result of understanding and experience. If a teacher has a deep understanding of every aspect of his field of work, whether it is teaching, learning, and assessment, other educational processes, or his own development, he can make his own decisions. If there is an understanding of the broader goals of education, the teacher can take responsibility for himself by thinking about the consequences of every decision he makes; he does not need to be supervised.

A teacher should also have an understanding of different perspectives on education and its system. With an understanding of education policy and implementation, teachers can find special meaning in their day-to-day work. It is also necessary for the teacher to understand the thinking behind the tasks that they find difficult or inappropriate. It is essential for a teacher to understand the interrelationship between society and education, the interrelationship between different parts of the education system, and their connection with the history of education. Only then can he get up from the small and exciting stories of his day and do his work.

The characteristics of the profession also include shared professional ethics—the values and rules that teachers imbibe to carry out their work. Whether it is love for children, respect for the community and its differences, or commitment to one's own development, A fraternity of professions is made up of written or unwritten rules of ethical behaviour. Every member of this community moves towards proficiency. It is hoped that the foregoing discussion will have made it clear that the professional competencies of the teacher can be developed through appropriate processes of professional development. A question that is often asked in the context of teachers is: Are teachers born or can they be made? The answer is clear: through appropriate processes and relevant experiences, students and teachers can be made responsible professionals.

5. Conclusion

The qualities of a professional teacher that emerge based on the foregoing discussion are directly related to the empowerment of the teacher—a systematic framework for working with theoretical knowledge, content knowledge, and pedagogy. Professional knowledge includes the teacher's responsibilities, an understanding of the educational system, an understanding of the workplace, and an understanding of the interrelationship between education and the community. To achieve all this, while a long period of formal and in-depth education is required, the importance of experience, thinking, autonomy, and accountability is also required. By the way, preparing the teacher as a professional is important for their daily routine in school. In order to competently perform their work and carry out the processes of education in new conditions, the teacher must demonstrate the same qualities as a professional person.

The National Curriculum Framework for Teacher Education 2009 describes the preparation for the teaching profession as follows: Teaching is a profession, and teacher education is a process of professional development for teachers. Preparing a person for business is a difficult task that requires action from many fronts and perspectives. It is hoped that the change in our teacher education will come soon and that our teachers will be endowed with human and professional qualities.

Acknowledgement:

The Integral University is acknowledged by the authors in this study for their assistance, involvement, and encouragement.

References

1. Calderhead, J. (1991), 'Teaching as a Professional Activity', A Pollard & J Bourne (Eds) Teaching and Learning in the Primary School. London: Routledge: 80 –83
2. Campbell, E. (1996), 'The Moral Core of Professionalism as a Teachable Ideal and a Matter of Character', Book Review. The Moral Base for Teacher Professionalism by Hugh Sockett. Curriculum Inquiry, Vol. 26, No.1: 71-80
3. Darling-Hammond, L. (2005), 'Teaching as a Profession: Lessons in Teacher Preparation and Professional Development', The Phi Delta Kappan, Vol. 87, No. 3: 237-240
4. Government of India: National Knowledge Commission Report, New Delhi, 2007.
5. Hoyle, E. (1982), 'The Professionalization of Teachers: A Paradox', British Journal of Educational Studies, Vol. 30, No. 2: 161-171
6. Labaree, D.F. (2000), 'On the Nature of Teaching and Teacher Education. Difficult Practices that Look Easy', Journal of Teacher Education, Vol. 51, Issue 3 : 228-233
7. Monika, Sharma. V. (2015), 'NCFTE-2009: A Series of Innovative Practices in Teacher Education', IJSR- International Journal of Scientific Research, Volume: 4, Issue: 10, Special Issue Oct- 2015 • ISSN No 2277 – 8179.
8. NCERT, National Curriculum Framework, New Delhi, 2005
9. NCTE, National Curriculum Framework for Teacher Education towards Preparing Professional and Humane Teacher, New Delhi, 2009.
10. National Council for Teacher Education.(2009).National Curriculum Framework for Teacher Education 2009. Draft for discussion Retrieved September 18, 2009, from www.ncte-india.org
11. Sharma, R.A. (2010), Teacher Education and Pedagogical Training, Surya Publication Meerut.
12. Singh, R. P. (2011), Teacher Education Today, Researchers Speak, New Delhi: Shipra Publications.
13. Squires, G. (2003), Chapter 2. The Paradigm Problem. Teaching as a Professional Discipline. Abingdon-on Thames: Rutledge.
14. Vaid. S. (2020), " Implementation of NCFTE 2009: Theory to Practice “, *International Journal of Management and Applied Science (IJMAS)*, pp. 30-32, Volume-6, Issue-11.