

## PREPARATION OF PROFESSIONAL TEACHER ORGANIZING PROFESSIONAL ASPECTS OF TEACHER PREPARATION PROGRAM

### 1. PREPARATION OF PROFESSIONAL TEACHER ORGANIZING PROFESSIONAL ASPECTS OF TEACHER PREPARATION PROGRAMS

**INTRODUCTION** Teaching is considered both as an art and a science. It is an art in the science of being an activity. Which is practiced with suite and it is a science in the same sense that the activity can be based on a body of systematically derived knowledge. Teaching is a social phenomenon where in learning is a social phenomenon where in learning is a psychological phenomenon. Teaching is system of actions designed and integrated to bring about learning.

### 2. PURPOSES OF GOOD TEACHING:- →

Immediate mastery over the subject with its related skills is important, but advancement toward growth in all spheres of the human personify.

- Development of whole some personality (changing habits, attitudes, reconstituting ideas and changing interests) of the learner.
- Acquire, retain and be able to use knowledge
- Understand, analyse, synthesize and evaluate the knowledge.
- Achieve skills.
- Establish habits
- Develop attitudes.

### 3. TEACHING METHOD:-

- i. A teaching method stands for the effective presentation of the specific contents of a subject in such a way as may be properly grasped and understood by the students.
- ii. The term method, relatively an old term, is related with pedagogy.
- iii. The nature of the subject matter decides the selection of a method for caring out teaching task.
- iv. The effectiveness of a teaching method is evaluated in terms of mastery over the subject matter by achievement tests.
- v. In a teaching method, emphasis is laid over the teaching steps taken for the proper presentation of the subject matter.
- vi. The steps taken in teaching methods are quite rigid and fixed.
- vii. A teaching method may make use of teaching technique and aid materials for its effective

### 4. COMPONENT OF TEACHING SKILLS ASSOCIATED WITH DIFFERENT STAGES OF A LESSON

#### STAGES OF A LESSON COMPONENT TEACHING SKILLS

##### 1. Planning stage

1. Writing instructional objectives.
  2. Selecting the content.
  3. Organizing the content.
  4. Selection of the audio-visual aids material.
- ##### 2. Introductory stage
5. Creating set for introducing the lesson.
  6. Introducing the lesson a Questioning skills.

##### 2. Presentation stage

7. Structuring class room question
8. Fluency in questioning.
9. Probing questions.
10. Questions-delivery and Distribution
11. The use of higher order questions
15. Lecturing 16. Explaining
17. Discussing
18. Demonstrating

### 3. STAGES OF A LESSON COMPONENT TEACHING SKILLS

19. Illustration with examples
20. Use teaching aids
21. Stimulation variation.
22. Silence and non-verbal cues
23. Reinforcement C. Managerial skills.
24. Promoting public participation
25. Recognizing of the class
26. Management of the class. Closing stage
27. Achieving closure
28. Planned repetition
29. Giving assignments
30. Evaluating pupils progress
31. Diagnosing pupil hearing difficulties and taking remedial measures.

5. The Development of Teacher's Education Teachers have acquired complete mastery over knowledge and could also translate in into practical life.

1. In India the importing of education has always been regarded as a noble task, and the teachers of this country had so much renown and prestige that student from Tibet, China and Japan came here to study under them.

(i) MONITORIAL SYSTEM: Teachers used to give information training in the art of teaching to their favorite students. The method was referred to as the class monitor method.

(ii) TEACHER'S TRAINING: It was in 1881-82 that the Indian education commission, for the first time, put forward a suggestion for the training of teacher.

- Training schools should be established at plan from which they can conveniently fulfills the demands for teachers.
- Proper arrangement should be made for the setting up of normal schools and training school inspectors from the funds made available by the regional government.
- Training schools should be spread over the entire country.
- There should be separate curricula for graduate and pre- graduate teachers, and the programmers for their should also be different.
- Training should be essential pre-requisite for teaching.

### 6. TEACHER'S EDUCATION: EXPANSION.

1. TRAINING FACILITIES: In the last few years, facilities for training teachers have grown manifold, and as a consequence, the number of trained teachers has risen from 5% 1951 to 38% in 1971. The number of trained teachers has risen because of an expansion in facilities and the training has become a compulsory pre requisite for teaching profession.

2. In-service training Because of the expansion in training facilities, it has become possible to bring about an increase in the number of trained teachers.

3. EDUCATIONAL QUALIFICATION In order to make school education effective, it is essential to keep in view the educational qualification of teachers.

4. AFFILIATION OF INSTITUTIONS:- The standard of training must also be improved affiliation should be offered to them when fulfil all the necessary conditions and requirements of the institutions.

5. CURRICULUM REFORMS Reform of the curriculum is an important step in this direction. The teachers should have knowledge of teaching method, not only content knowledge. The curriculum should be so designed that the teacher has content knowledge, he is trained through corrective teaching, they should have the cooperation and assistance of institutions and schools, and his vacations should be utilized creatively.

6. CRITERIA FOR ADMISSION:- Clearly specified criteria for admission to training institutions should be designed and laid down, the basis for which should be general mental ability as well as educational achievements.

7. IN SERVICE TRAINING:- Pre-service training is not the end of a teachers professional preparation because it is essential for the teacher to remain in constant touch with the latest methods of teaching as well as the changes in content knowledge.

8. A training course of 1 or 2 years for teachers with less than 8 years experience and below 35 years of age, and correspondence courses along with the necessary practical training for the teachers with more than 8 years of experience and above 35 years of age.

9. ORGANIZATION OF TEACHERS EDUCATION: - The teachers training programme should be organized in the best possible way. For this autonomous state teachers training council should be brought into existence and the following functions.

- ◆ Providing advice regarding affiliation to universities and the state government.
- ◆ Maintaining the standards of the state's training institutions.
- ◆ Distributing aid to these training establishments.
- ◆ Preparing the curriculum for training schools and colleges.
- ◆ Making arrangements for in-service training.
- ◆ Creating the necessary teaching materials and literature.

#### QUALITATIVE IMPROVEMENT OF TEACHERS EDUCATION

- ◆ Reorientation of subject knowledge
- ◆ Vitalizing Professional studies
- ◆ Improving methods of teaching and evaluation
- ◆ Improvement of student teaching
- ◆ Development of special programmes and courses
- ◆ Revision and improvement of curriculum.

#### EDUCATIONAL PREPARATION:-

- ◆ Master's degree in his area of nursing expertise or with a doctorate in adult education
- ◆ Credentials with more publications.
- ◆ Writing and organising skills.
- ◆ A Continuing learner.

- ◆ Clinical expertisedness.
- ◆ Depth of nursing knowledge and skill in trends its application.
- ◆ Interest in the subject, enthusiasm in teaching
- ◆ Skill in working with adult learners.
- ◆ Adequate knowledge about teaching skills and methods of teaching.
- ◆ Broad base knowledge.

#### PREPARATION TO TEACHER:-

- ◆ Preparation for teaching involves class room and clinical experiences to acquire the competencies previously identified.
- ◆ The experiences may be acquired in teacher education teacher preparation courses or focus areas are doctoral programs in nursing or schools of education.
- ◆ Teaching institutes, Continuing education of firings, working as a teaching assistant, and orientation programes are other ways of becoming Prepared to teacher.
- ◆ Preparation for and expectation of experience and teaching competencies for appointment depends on the mission of the college or university and the school of nursing.

#### ORGANIZING PROFESSIONAL ASPECTS OF TEACHER PREPARATION PROGRAMESS

Programing of Professional courses in nursing is a joint responsibility of a director of continuing nursing education and a dean of school of nursing

ORGANIZATIONAL PATTERN:- Organizational chart of Continuing nursing education showing joint responsibility for the continuing nursing education. The formal channels of communication make possible the optional use of the nursing fault to explore the needs of continuing nursing education to set priorities, to plan courses and to teach them. University faculty may be assigned to continuing education in nursing as a part of the regular teaching load or an extra compensation balance.

#### ORIENTATION SKILL TRAINING PROGRAMME

- ◆ Orientation training Programme introduces a new employee to these basic aspects of her job.
- ◆ In hospital field, if any new nurses are appointed.
- ◆ First the supervisor has to discuss with them the job chart, Polices, procedures, and fulfillment of objectives, standing orders, Policies of institution.
- ◆ It is well-oriented to her working situation, she will be getting adjusted to the new environment very easily and do the work effectively.
- ◆ Orientation skill training has to be given for development of knowledge and skills.

#### MANAGEMENT SKILLS AND LEADERSHIP TRAINING

- ◆ For the administrations and the senior persons for the persons who possess higher qualifications who is having the chances for promotion and the supervisors.
- ◆ The authorities will give inservice training to Obtain management skill and leadership skills order to supervise the institution to achieve the targets by teaching goals and preparing persons to solve their problems.

#### STAFF DEVELOPMENT PROGRAMME:-

- ◆ Components:-
- ◆ Orientation
- ◆ Inservice Education
- ◆ Continuing Education Includes Self Instruction.
- ◆ Attending Short-term Courses, Workshop Seminars and Presentation of Scientific Papers.

#### THE FACULTY ADMINISTRATOR:-

- ◆ Teaching is part of his responsibility.
- ◆ He should possess a high degree of administrative skill.
- ◆ He must assess and use the various abilities of different faculty members.
- ◆ Search for faculty with varied talents
- ◆ Helps the faculty members to strengthen their teaching skills.
- ◆ Provides conducive environment for faculty members and learners to promote personal and professional development.
- ◆ Gives adequate orientation, Creating opportunities on the job which contributes faculty growth.
- ◆ Encourages supplemental education and creativity.
- ◆ Free Conducive environment facilitates the faculty members to explore new concepts, develops imaginative approaches to help the nurses to meet their hearing needs.
- ◆ Fosters the expansion of learner's talent.
- ◆ Faculty members must accept responsibility helping the institution meet its goals and must learn how to work with colleagues to bring about desired changes.
- ◆ Adequate administrative support permits the maximum use of faculty time for their effective performance.
- ◆ Supports his faculty and accepts responsibility encourages team spirit, working with other members.
- ◆ Recognizes the person's contribution.

#### TEACHER PREPARATION IN CLASSROOM MANAGEMENT

- ◆ Preparation programs should focus on the following two recommendations.
- ◆ Provide teacher candidates with instructional approaches for classroom management through course work and guided practice with feedback.
- ◆ Address the challenges facing teacher candidates and new teachers in creating a positive classroom context.

#### INSTRUCTIONAL APPROACHES FOR CLASS ROOM MANAGEMENT

- ◆ Instructional material that students find educationally relevant
- ◆ A planned, sequential order that is logically related to skill development at student's instructional level.
- ◆ Frequent opportunities for students to respond to academic tasks. For example, the use of response cards, choral responding and peer tutoring are ways to increase such opportunities.
- ◆ Guided practice.
- ◆ Immediate feedback and error correction.

#### ADDRESS THE CHALLENGES FACING TEACHER CANDIDATES AND NEW TEACHERS IN CREATING A POSITIVE CLASS ROOM CONTEXT.

- ◆ Creating a Physical arrangement that eases traffic flow, minimizes distractions, and provides teachers with good access to students in order to respond to their questions and better control behavior.
- ◆ Meaningful use of classroom time, include transitions between various classroom activities.
- ◆ Ensuring that the nature and quality of student interactions is positive.
- ◆ Clearly communicating appropriate behavior for particular classroom activities. For example, students may be expected to interact with one another during co-operative learning activities but not during independent work at their desks.

#### CLASS ROOM RULES AND ROUTINES:-

- ◆ Rules should be kept to a minimum to allow students to remember them.

- ◆ Rules should contain language that is simple and appropriate to the development level of the students and class room.
- ◆ Rules should be positively stated.
- ◆ Rules should be developed for various situations or context as needed.
- ◆ (eg) (Physical education class, field trips)
- ◆ Rules should be consistent with the school wide behaviour plan.

PROVIDE PROFESSIONAL DEVELOPMENT ON CLASS ROOM MANAGEMENT LINKET TO SCHOOL WIDE BEHAVIOURE

- ◆ Identify several positively stated behavioral expectation s that apply to all students and staff in all settings.(e.g. Be respectful).
- ◆ Identify behavioural examples for each expectation that replace inappropriate behaviours. (e.g keep hallways clean” and use polite language)
- ◆ Teach and practice the expectations at the beginning of the school year and periodically throughout the year.(e.g. before or after school holiday breaker)
- ◆ Use effective procedures that encourage and reinforce prosocial behavior (e.g., specific, contingent praise or a foceen economy)
- ◆ Use evidence – based practices to discourage and reduce inappropriate behavior. (e.g. precor over correction,time-out from positive rein forcement)
- ◆ Monitor the effectiveness of the school wide plan using data.