

MOHAMMED SANI IBRAHIM
ABDUL RAZAQ AHMAD

An Analysis of Teacher Education Reforms Worldwide and the Need for the Introduction of the Teacher Professional Standards in the Contemporary Education Systems

ABSTRAK

Cabaran-cabaran alaf baru seperti globalisasi, impak teknologi maklumat, transformasi antarabangsa ke arah ekonomi berasaskan ilmu, dan persaingan antara wilayah dan antarabangsa telah mencetus pelbagai perubahan dalam bidang pendidikan di seluruh dunia. Penggubal-penggubal polisi dan para pendidik di setiap negara perlu memikirkan bagaimana untuk mengadakan reformasi dalam bidang pendidikan bagi menyediakan pemimpin-pemimpin muda supaya lebih efektif untuk menghadapi cabaran-cabaran baru di era baru. Oleh itu, kita perlu mempunyai satu program pendidikan guru yang mengintegrasikan program pendidikan guru pra-perkhidmatan, program pendidikan guru dalam perkhidmatan dan program pendidikan guru yang berterusan yang merupakan komponen-komponen penting dalam pola kerjaya semua guru. Kertas kerja ini memberikan beberapa cadangan pendekatan yang boleh digunakan oleh pemimpin-pemimpin pendidikan tentang bagaimana kita boleh membantu guru-guru mencapai tahap profesionalisme yang tinggi dan pada masa yang sama mampu menjunjung standard professional guru yang akan dicadangkan.

Kata-kata kunci: cabaran alaf baru, generasi masa hadapan, profesionalisme guru, dan reformasi pendidikan guru.



Dr. Mohammed Sani Ibrahim is currently a Lecturer in the Faculty of Education UKM (National University of Malaysia). He obtained his Ph.D. from the UKM in 1996. His area of specializations and interest are educational planning and administration, educational policy analysis, teacher education, sociology of education, technical and vocational education, music education, etc. For academic purposes, he can be contacted at: Faculty of Education, 43600 UKM Bangi, Selangor D.E., Malaysia. E-mail: inas_miharbi@yahoo.com



Dr. Abdul Razaq Ahmad is also a Lecturer in the Faculty of Education UKM. He earned his Ph.D. degree from UM (Universiti Malaya), Kuala Lumpur, in 2008. Some of his books are *Mahasiswa Abad 21* (Bangi, Malaysia: FP-UKM, 2005); and *Sejarah dan Pendidikan Sejarah: Perspektif Malaysia dan Indonesia* (Bandung: Historia Utama Press, 2007, co-author with Andi Suwirta of UPI Bandung). For academic purposes, he can be contacted at: razaq@ukm.my

INTRODUCTION

The global village has accepted the principle that education is a fundamental human right. Enjoyment of such right does not only imply being given *access* to schools and being trained for life-long learning via either formal or non-formal means, but more importantly, being provided *quality* education. For many children, youth and adults today, access to learning opportunities is no longer a luxury; however, getting quality education remains to be elusive even in developed countries. Quality standards change brought by new social and political contexts, shifting national development goals, emerging needs and demands, technological advances and various forms of metamorphoses.

For education, these transformations open up unlimited possibilities and responses that are relevant, constructive, creative and challenging. To stay relevant, the schools and other similar education providers must therefore keep constantly attuned to developments and changes. Teaching and learning must also widen its focus to include developing the individual's capacities for higher learning, civic life and work. These capacities are best captured in Delor's four pillars of education, namely: (1) *learning to do*, (2) *learning to work*, (3) *learning to be*, and (4) *learning to live together*, which all forms of learning programs and teaching practices must include (in Rosas, 2004).

For a decade or more there has been a universal focus on quality in education in many countries – particularly in a policy context. Calls for quality teachers, quality outcomes and quality schools have become something of a *mantra* for politicians employing authorities and business leaders. K. Kennedy (2001) portrays a quality profession and a quality classroom teaching as two sides of the same coin.

It is true that we want a need a "quality profession". Yet it equally true that we need individual teachers who make up the profession to be committed to quality teaching [...]. What the profession as a whole says about standard of professional practice should come to life in individual classrooms (Kennedy, 2001).

Increasingly, professional teaching standards are seen as having an important role to play in generating improvements in the quality of teaching and learning. This interest reflects the findings of extensive research on quality teaching (Darling-Hammond, 2000; Rickin, Hanushek & Kain, 2000; and Cuttance, 2001). As A. Hargreaves notes, "*we have come to realise in recent years that the teacher is the ultimate key to educational change*" (1994:ix). An OECD (Organisation for Economic Co-operative and Development) investigation of the management of teacher demand and supply resulted in one crucial finding: teacher quality is a critical factor in determining student learning (OECD, 2002:8).

There is increasingly recognition in many countries across the globe of the need to enhance teacher professionalism. To that end, major initiatives concerned with the quality – not just the quantity – of teachers are under way in many regions. This generally means ensuring that all teachers are fully qualified

and that they are kept as up-to-date as possible in terms of knowledge and skills. Every country is making an effort to enhance the professionalism of teachers, particularly through the promotion of “continuous professional development” (CPD) at all levels. However, there is still a long way to go in terms of creating and sustaining a comprehensive and systematic approach to training and ongoing development.

Teachers are vital. Unless we can get more teachers, and better teachers, we will not reach the target of making quality education available for all by 2015. Although most countries have teacher training colleges and universities that produce qualified teachers, several countries face problems associated with unqualified teaching personnel, especially in remote areas. A number of studies have found little difference between the effectiveness of trained and untrained teachers. There appear to be two main categories of teacher supply, namely university graduates for secondary schools, and non-university graduates for primary schools. Several initiatives have been taken to increase the supply of qualified quality teachers (Townsend, 1999; and Evans, 2001).

For example, Cambodia is implementing recommendations concerning the status of teachers with ILO-UNESCO (International Labour Organisation – United Nations on Economic, Social and Cultural Organisation) support. Thailand has launched a “Reform Proposal for the Teaching Profession”; and Malaysia has started to recruit excellent students into teacher training and has launched the “Master Teacher Programme”. Conventional approaches to teacher education have not met all the demands upon the profession and this has led to an interest in open and distance learning alternatives.

Most countries have a national curriculum and teachers are required to implement prescribed content and assessments and to follow guidelines that have been issued by ministries or departments of education. However, the development of more “learner-centred” approaches to curriculum and teaching remains a major challenge. Apart from that, a number of countries have had standards in place for some time with a view to promoting quality assurance and professionalism – especially in terms of entry to the profession and career progression. Cambodia has had national standards since the early 1980s. Thailand has developed a set of eleven standards for the teaching profession. But, in most cases, it appears that ministries or departments of education have tended to play the vital role in developing these standards, with professional associations and unions often having limited involvement.

Teaching Codes of Ethics and other guidelines are designed to support teachers in executing their duties in most countries. Excessive workloads are still a common problem for teachers in the South-East Asian region. Overcrowded classrooms are a universal feature in big cities and major towns. In certain parts of the region, multi-level teaching is still being practised. Remuneration for teachers is still very low. Despite these economic factors and conditions, teachers continue to demonstrate a great commitment and dedication to teaching.

With the possible exception of the Philippines, most countries still experience acute teacher shortages. Shortages of teachers in critical curriculum areas such as Mathematics, Science and English are a common feature of the South-East Asian region.

THE CHALLENGES OF THE NEW MILLENNIUM

The challenges of the new millennium such as the rapid globalization, the tremendous impacts of information technology, the international transformation towards knowledge-driven economy, the strong demands for societal developments, and the international and regional competitions have driven numerous educational changes in the different parts of the world (Cheng, 1996). Policy-makers and educators in each country have to think how to reform education for preparing their young leaders to more effectively cope with the challenges in the new era. In facing the fast changing environment, many policy-makers and educators get confused with uncertainties and ambiguities and lose their directions in the rapid globalization. There is urgent need of a comprehensive framework for understanding the impacts of rapid developments and advancing implications for innovations in education (Whitaker, 1993).

In the new education, the development of Contextualized Multiple Intelligence (CMI) of students and the processes of globalization, localization and individualization in education will be the core to create unlimited opportunities for teaching and learning and to develop a new generation of CMI leaders and citizens in both local society and global village. It is hoped that the proposed new paradigm of borderless education will provide innovative ideas and possibilities for reforming education in different parts of the world, including Malaysia, to meet the challenges for the future.

Unlike the traditional era, in the emerging new thinking, it assumes that the world is in multiple globalization including technological, economic, social, political, cultural and learning globalizations (Cheng, 1996). The world is moving very fast to become a global village, in which different parts of the world are rapidly networked and globalized through internet and different types of IT (Information Technology), communications and transportation. All countries and areas have more and more common concerns and sharing. They become more and more mutually dependent with international collaborations, exchanges and interflows.

In the new thinking, the human nature in a social context of the new millennium is assume to be multiple, as a technological person, economic person, social person, political person, cultural person and learning person in a global village of information, high technology and multicultures. Both individuals and society need multiple developments in the technological, economic, social, political, cultural and learning aspects. Life-long learning individuals and a learning society are necessary to sustain the continuous multiple developments of individuals and the society in a fast changing era (Kerry & Mayes, 2000).

In such a context, the aim of education is to support students to become contextualized multiple intelligence (CMI) citizens who will be engaged in life-long learning and will creatively contribute to the building up of a multiple intelligence society and a multiple intelligence global village.

The challenges in current local and global transformations ask for new education for the future of our next generations. This new education emphasizes on development of multiple intelligence. We have to develop a new generation of leaders to lead the community in a context of complicated technological, economic, social, political and cultural environments. According to Y.C. Cheng (1996), the human intelligence can be contextualized and categorized into the following six: (1) *Contextualized Multiple Intelligences*, (2) *Technological Intelligence*, (3) *Economic Intelligence*, (4) *Social and Political Intelligence*, (5) *Cultural Intelligence*, and (6) *Learning Intelligence*. In the near future, our graduates will be technologically intelligent citizens, economically intelligent citizens, socially intelligent citizens, politically intelligent citizens, culturally intelligent citizens or continuously learning citizens. In other words, they have not only professional skills and knowledge but also higher-level intelligence and creativity for further development and innovation.

TEACHER EDUCATION REFORMS

Reforms in teacher education have to deal with all aspects of the training and education of pre-service and in-service teacher training as well as the continuing education of all teachers. The principles behind any teacher education reforms in any country should be as follows. Nations and societies must pay special attention to the raising of standards of student achievement and teacher performance. There must be serious rethinking of teacher preparation and professional development for pre-service and in-service teacher preparation programmes. The remuneration scheme and condition of service and compensation for teachers should be revised as part of the upgrading of teachers in the teacher education reform programme.

Teachers should be encouraged to acquire higher qualifications and to master up-to-date professional knowledge and should be rewarded for the knowledge and skills. Teacher education reform should foster new paradigms and understanding of human potentialities, endowed gifts and talents for and uniqueness and there should be a culture of teaching for success and confidence building of learners and for failure and diffidence because of the educational experiences. There should be high quality teachers in every classroom and educational experts in every institution. The reform in teacher education must have as its overarching principle agenda that teacher educators and teachers are the champions of life-wide and life-long education in their own communities. Teacher education reform should create opportunities for teacher educators to understand the direct and indirect purposes of the knowledge and skills and attitudes in teacher education and schooling to the world of work (Craft, 1996).

It has been recommended that teacher education reform should have a master plan which comprises the following strategies. All teachers must have the basic university degree. Teachers should be given the opportunities to acquire the highest professional qualifications. Teachers must be exposed to and acquire skills in teaching in multicultural contexts and accordingly to interact with every student/learner in ways which maintain the dignity of every child. Teachers should be given every opportunity to acquire an international language so that they are able to keep up with advances in professional field through the international language. Teachers should also be given the opportunity to acquire basic skills in the language of their students so that there are greater opportunities to ensure motivation and mutual respect not just between teachers and students but also between teachers and the language community. Teachers must be deterred from doing any racial profiling of students which may directly or indirectly lead to whatever form of discrimination of students (Stoll & Fink, 1996).

Teacher continuing professional education should be offered on line by accredited institutions and appropriately recognized for certification purposes. The concept of “lesson study” and “research lesson” as practiced in Japan could be adapted as one of the innovations in teacher education reform. Teacher education reform should utilize the ICT (Information and Communication Technology) to the fullest in effective ways to ensure the simultaneous professional growth of teachers and the application of new professional skills which will ensure the development of potentialities of students to the fullest.

TEACHER EDUCATION REFORMS IN ASIA

A. CAMBODIA

Cambodia concentrates in reforming its teacher education for secondary schools by improving the quality of learning and teaching through reform of national school curriculum and the production of new textbooks and teacher manuals, increasing teaching efficiency through improvement of technical capabilities of teachers throughout the country in knowledge, skills and values. The training focuses on student learning needs. Cambodia had reorganized the teacher training curriculum for pre-service training to fit the world of work, by linking the introduction of technical and vocational education and training programs, the entrepreneurial activity on teacher education institutions. It has improved its science and mathematics education, as well as technology education and conducted in-service training for teachers on communication and information programs (UNESCO, 2003).

B. INDONESIA

In Indonesia, the national reforms advocated in 1997 have occurred to bring about substantial in the country involving economy, politics, laws and many other aspects of life in the country. The goal of the reforms is to establish a new democratic civil society. Education is considered essential in the process of

preparing the people to accomplish the goal. Teacher education plays strategic roles because it is responsible for preparing the quality teachers needed both in the reforms and in the education development. To accomplish this mission teacher education system itself must also be reformed. Commencing 1998, the teacher education in the country has been in the process of change. Future teachers should be prepared through programs of interdisciplinary approaches, of shared used of resources, of more flexible system of curriculum and of more varieties of strategies. These programs should be capable of producing teachers of high quality, of high values and moral, of high tech and high touch, of global vision, of more complex competencies, and of high ability to adjust and respond to the emerging needs and demands (Fakry Gaffar, 2004).

To accomplish the mission and goals of the above teacher education programs, there is a need to bring about changes in policies that should include changes in the philosophy and paradigm upon which the teacher education system is to be based; changes in the system of national management of education to respond to the implementation of regional autonomy and decentralization of education; system of curriculum which should be developed autonomously by each teacher education institution to respond to local, national and global demand and challenges; funding capabilities in the sense that each teacher education institution should develop the capacity to establish revenue generating programs to reduce the total dependency upon the government financial sources; establishing national and international networking and partnership to broaden and enrich the institutional capabilities; and establish quality control system mechanism for improving quality assurance of teacher education programs (Mohammad Ali, 2003).

C. LAOS PDR (PEOPLE DEMOCRATIC REPUBLIC)

Laos PDR focuses on teachers' competency, quality of curriculum and textbooks, building school infrastructure and facilities and enhancing the quality of administration and management at all levels of education. The country continues to improve the basic materials in order to respond to the needs of the regular teaching learning in Teacher Training Colleges including science laboratories, library, language laboratory and computers. It has organized its in-service training course in various course forms such as monitoring of the new graduates-short training course for teacher-trainers and for secondary school teachers (UNESCO, 2003).

D. KOREA

In Korea, secondary school teachers are trained at universities' colleges of education, at the department of education in other colleges, and at the graduate schools of education. The college of education, 13 nationals and 28 privates produce about ten thousand teachers every year. To meet the needs of the era of globalization and the information age in the field of education, the curriculum of the colleges of education had been reformed. There are five categories of in-

service training of teachers: (1) training for certificates, (2) general training, (3) professional job training, (4) special training, and (5) overseas training. Korea intends to start the teacher training course on education for international understanding. One of the general training programs of in-service training courses for teachers in Korea is carried out by the Korean National Commission for UNESCO is a good example to implement a interdisciplinary, multi-dimensional and holistic approach to teacher training course in terms of goal, content and methodology of it (Ingvarson, 2002a).

E. MYANMAR

The pre-service teacher education programs had been introduced in Myanmar since 1998-1999 academic year to promote the quality of teachers. Many types of in-service teacher education programs had been conducted to solve the problem of uncertificated teachers (UNESCO, 2003).

F. PHILIPPINES

Philippines had identified needs to address the quality issues at all levels, need for alternative modes to further improve access to quality education, the urgent need for more and better trained teachers for basic education level, the similarly urgent need for well trained faculty in teacher education institution and integration of ICT in teaching and learning processes. The country had conducted curriculum review for basic and teacher education to address IT integration in different interdisciplinary areas, improving admission's criteria for teacher education programs, examines paradigm for teacher education and conducting more systematic high impact in-service training. Among other reforms had been introduced are link between industry and academy, networking among local and international Teacher Education Institute, introducing certificate programs for non-education majors who teach, and the formulation of the researcher-teacher paradigm in teacher education (Rosas, 2004).

G. THAILAND

Thailand focuses on the teacher education programs for secondary schools. Thailand had revised its teacher education curriculum based on new philosophy, new structure of areas of study and develop in-service training programs and introduces a quality assurance system (UNESCO, 2003).

H. JAPAN

Japan has experienced a continual decrease in the number of children almost 30 years. Percentage of teacher education program graduates who were employed as teachers have also continued to decrease over ten years to 32% in 1999. A recent development in the training and certification of teachers involves the introduction of a "Special Law on Caring Experiences" in 1997. Students who enter universities and colleges after 1998 and want to obtain teaching

certificates are required to have obtained caring experiences for at least 7 days at social welfare institutions for the handicapped and elderly. In 1998, another modifications were made in certification. These involves attaching greater importance to professional subjects in order to deal with a number of problems that Japanese education is facing these days such as bullying, violence at schools and refusal to attend schools.

As teachers are considered, the key factor in education modifications were made in the preparatory programs to incorporate this change in educational philosophy. This involves training teachers who have the abilities to individually and actively deal with the issues in their work and the worries of the children under their care. In-service training is going to be mandatory after 10 years of service though in many prefectures it is already in practice. It is also recommended that teachers be evaluated after 10 years of service to judge whether he/she should continue teaching. The quality of education largely depends upon the quality of teachers. Though teacher education is the most critical process to prepare, there is a limitation. To make teacher education effective, capable persons must be recruited into the training programs. To attract capable persons to teaching, the profession must have considerably high status both socially and economically. Then, quality programs must be provided to the prospective teachers at the pre-service stage. Furthermore, opportunities for in-service education and professional development be ensured to enable teachers to constantly upgrade their knowledge and skills. In this sense, holistic approach is required to prepare and develop competent teachers (Busher & Harris, 2000).

After discussing on the various types of teacher education reforms, let us now focus on the teacher education reforms in Malaysia.

PRE-SERVICE TEACHER EDUCATION PROGRAMS IN MALAYSIA

Pre-service teacher education programs will be focussing on providing post graduate diploma programs for graduate teachers and a 1 + 3 years twinning degree programs between Teacher Training Colleges and local universities. All Faculties of Education in the local universities will be concentrating on providing a 4 years full-time undergraduate degree programs in teacher education. These strategies are to achieve the Ministry of Education's target of implementing the all secondary schools to be taught by graduate teachers and at least 50% of all primary schools will be taught by graduate teachers by the year 2010.

The Ministry of Education in Malaysia has been allocated with the total amount of RM 289.8 millions in the year 2004 to conduct in-service courses for teachers all over Malaysia and education personnels at the various State Education Departments, District Education Offices and Professional Divisions in the Ministry itself. Until 31st July 2004, all INSET (In-Service Training) programs which had been planned had successfully being conduct at all levels. A total of 325,997 education personnels had the opportunity to undergo training through the INSET programs organized by their respective organizers at all

levels. The main objectives for conducting these courses are to enhance the aspect of access, equity, quality and the competencies and the effectiveness of managing educational institutions (Robani Abdul Hamid, 2002).

Among INSET programs that had been planned and implemented by the Ministry of Education are: (a) Programs conducted by the various Teacher Education Colleges include Specialist Teacher Education [One Year], Professional Courses [14 Weeks], Conversion Courses for Mathematics and Science Teachers [6 Weeks], Aborigine Teacher Education [4 Weeks], Religious Knowledge Course [2 Weeks], Short Courses for Teachers [3 Months], In-House Training in Teacher Training Colleges, Training of Trainers for EteMS [English Teaching in Maths and Science] Teachers, Training Senior Assistants for Primary and Secondary Schools, ICT and Malaysian Trainers Development Program [MTDP] for English, Science and Mathematics; (b) Programs conducted by the various State Education Departments include EteMS, Curriculum Review, Foundation level ICT, Action Research, Staff Development. New program that will be conducted starting September 2004 is Professional Coaching in Teaching for ICT teachers; (c) Special projects for remote school teachers; (d) Undergraduate Programs for Non-Graduate Teachers; and (e) One-off Program [short courses in overseas].

In-service courses that had been sponsored by the World Bank Loan (1999–2003) are Malaysian Trainers Development Programs, 12/14 Weeks Smart School Course, 14 Weeks Computer in Education Course, the Application of Information and Communication Technology Course, Basic Computer Assembling and Maintenance Course and School Computer Laboratory Coordinator Course (Timothy Ho Ha Yin, 2003).

There are a number of issues and problems being faced by the implementers of INSET programs for this year:

Firstly, Teachers Leaving the Classes to Attend INSET Programs. As there seemed to be an increase in a number of courses being conducted by the respective providers of INSET programs, teachers are expected to leave their classes unattended during their absence to undergo the INSET programs. This has created a shortage of teachers that had brought implications to classroom teaching and learning which created dissatisfaction among parents. It has been suggested that INSET programs should only be conducted during week-ends. Many teachers are interested in attending the courses, follow-up courses, or becoming facilitators, but they are tied with extra work in schools. Therefore, support from all parties, especially the school administrators, is needed to ensure that these teachers are not being overload with other additional non-related academic work.

Second, Trainers Leaving the Schools. There are a number of teachers who are trainers in their respective disciplines had been declined by their principals/head teachers to enable them to conduct courses outside their schools. Their services are not being considered in their end of the year appraisal. This had disrupted the implementation of certain courses. The principals and head

teachers should be given the briefing on the importance of INSET programs and their cooperation is greatly needed.

Third, Shortfall in the Number of Course Participants. Many providers of INSET programs had been complaining about the shortfalls in the number of participants for their courses. It is obvious that many principals/head teachers do not nominate or send/allow their teachers to attend INSET programs. In order to encourage more teachers to attend INSET programs, it has been suggested that INSET programs should be a gateway to higher education. An alarming percentage (30%) of teachers who were offered places in the Special First Degree program have turned down the offer due to financial constraints. Teachers have to have a half pay leave during their studies as stipulated in the General Order.

FUTURE CHALLENGES: TOWARDS A NEW PARADIGM OF TEACHER EDUCATION

There are a number of teacher education reforms have been planned to be implemented in the near future:

Firstly, the Ministry of Education is determined to train and supply adequate graduate teachers to fulfil the target of achieving 100% graduate teachers to teach in secondary schools and 50% graduate teachers to teach in primary schools by the year 2010. This is in line with aims of enhancing the quality of education. The implementation strategies that are being used to achieve this target are through: (a) Twinning Programs between local Teacher Training Colleges and universities for untrained teachers; (b) Twinning Programs between local Teacher Training Colleges and the Open University of Malaysia; (c) Post Graduate Teaching Diploma Programs for primary teacher education; and (d) School-based Teacher Education for primary school teachers.

Second, the excess number of teachers in certain subjects will be directed to undergo conversion courses to enable them to teach Mathematics, English Language and Science.

Third, the professional levels of teachers should be high. Continuing Professional Development (CPD) programs will be seriously planned and implemented at all Teacher Training Colleges and Teachers' Centres. Programs for up-skilling and multi-skilling will be continuously developed and implemented. The Malaysian Trainers Development Projects (MTDP) for the Training of Trainers of English Language will be expanded for Mathematics and Science subjects.

Based on the above descriptions on the various teacher education reforms in various parts of the world, it has been noted that education reform processes tend to maintain the classical scheme of incorporating teachers when the proposal has already been defined, counting on teachers only as potential trainees and implementors, thus disregarding the importance of teachers' knowledge, experience and active participation in the reform process. The common approach of adapting teachers to reform proposal, rather than adapting

the reform proposal to teachers, is still dominant. Fortunately, there are also positive trends and innovative experiences emerging in various countries. In general, however, such initiatives are recent and still limited in size, and more often linked to *in-service* rather than to *pre-service* Teacher Education.

There are delineating a strategy for teacher education efforts:

- *Closing the gap between educational objectives and teacher competencies.* Achieving education for all and improving the quality of education implies a substantial improvement in the professional status and quality of teachers.
- *Teachers as learners.* Teachers need to continuously improve themselves in order for them to be able to face their new expected roles.
- *Teacher education as a continuum.* Pre and in-service Teacher Education must be viewed as part of one single process, thus re-indicating the concept and principles of *continuing education* for the teaching profession.
- *Reviewing cost-effectiveness criteria applied to teacher education.* The relationship between teacher knowledge (and teacher education) and student learning outcomes is not a mechanical one. Many of the factors that intervene in student learning are beyond the control of teachers and exceed their professional knowledge or competence. All this implies reviewing narrow cost-effectiveness criteria applied to teacher education.
- *Technical and technological solutions are not the priority.* It is necessary to create the political, cultural, information and knowledge related conditions that are essential to promote changes in societal perceptions and attitudes towards teachers and their work.
- *School autonomy implies teacher autonomy.* It is important to bear in mind that *school autonomy* can take place without *teacher autonomy*. *Teacher autonomy* implies, essentially, *professional autonomy*, and this requires specific measures. Promoting greater school autonomy without creating the conditions for greater professional autonomy for teachers may contribute to strengthen, rather than to alleviate, inefficiency, inequity and poor quality in education systems.
- *An integral approach to teacher professional development.* It is not possible to isolate teacher education from the remaining factors that influence teacher performance and development. Professional quality is inseparable from quality of life (UNESCO, 1991).

EDUCATIONAL CHANGE AND TEACHER EDUCATION

The changes in educational environment often happen in terms of rapid development of technology, demand for accountability to the public, developments in curriculum, diversity in student quality and diversity to teacher quality. In a continuously expanding modern world, the role of the school is changing and teachers need to expand their knowledge domain and develop a variety of new competence to keep pace in their teaching. Teachers need to

develop various competence to satisfy the diverse expectations from students, partners, education authorities, the community and the public (Schein, 1997).

In recent years, the school values emphasized in school management have been changed. There are changes in teachers' personal values. All these changes in school values and personal values have aroused the school's concern about the need for staff development. The recent school management reforms and teacher professionalization movements have brought about a fundamental change in the role of teachers. The role of a teacher is changing. The new role includes being an education professional, learner of new knowledge and technology, education partner, reform initiator, decision maker and realizer of school ideals. Staff development can assist teachers in changing their roles.

As mentioned above, the Ministry of Education in Malaysia is planning a number of education reforms to be implemented. These will definitely trigger teacher education reforms. At the centre of the education change, especially at the centre of the educational process is the teacher, who as the human purveyor of knowledge, patiently guides and directs future generations of learners as they wander through the maze of new ideas, new trends, new directions for living. The quality of education depends on the quality of the teachers. Hence, the quality of teachers will not be improved unless the quality of their education is improved.

An increasingly open society with an expanding technology and a rapid increase in knowledge requires a different school where teachers do not just instruct. Instead they are enablers, facilitators, problem solvers, catalysers or organizers of learning. The role of teachers becomes more complex and change in the role focus minimizes prevailing "role-model" orientation of today's teachers who surrender their individual developmental needs and interests to the dictates of their academic supervisors. The present structure of teacher education cannot accommodate these changes in the teacher's role and the new skills, new attitudes and new knowledge required of teachers in the contemporary milieu. Therefore, we should have a teacher education program which integrates pre-service, in-service and continuing education as required components of the career pattern of all teachers. The concept of integration in teacher education is based on the view that teaching is a life-long career and that for teachers the pursuit of learning and professional growth should be continuous, with reflection, analysis and practice as essential parts of the process. Teacher education is a career long endeavour. It does not therefore end with initial certification. It follows that pre-service can never be an adequate preparation for a full-time teaching career. It must be supplemented by ongoing professional development and continuing in-service education for all teachers (Kydd, Anderson & Newton, 2003).

In education, the persistence of the same old problems is famous. Successive waves of school reforms, though not nearly as effectual as they are often portrayed, have failed to fully realize the improvements they promised, and many staff development programs have developed teachers' cynicism more

than their expertise. Studies of attempted change in educational organizations and systems have shown that the intentions of policy-makers and planners are seldom achieved in practice in school and college classrooms. Bringing about successful educational change is a long-term and socially complex process, where the implementation stage is particularly problematic – requiring scope for practitioners to work out their individual meanings of what changes involve for their own thinking, beliefs and actions. The typical pattern *when reform fails has been to blame teachers rather than designers*; it now appears, however that the designers' assumptions are often at the core of the chronic failure of change efforts.

Thirty years ago most people thought that change would mean more of the same, only better. They expected and welcome this incremental change. Today we know that in many areas of life we cannot guarantee more of the same [...] and cannot even predict with confidence what will be happening in our own lives (Hargreaves, 1994).

Now, we would like to pose a few questions. How can we help teachers to cope with the difference challenges in educational reform? What sort of teacher education reforms that we can suggest? How should they be implemented? To ensure that our teachers are able to manage all educational reforms successfully, what should a strong teacher education program look like?

TEACHER PROFESSIONAL STANDARDS

Developing and implementing standards of professional practice to reflect a new model of teacher professionalism is emerging as a priority in a number of countries across the globe. Professional teaching standards help to make teachers' knowledge and capabilities more explicit, as well as provide a powerful mechanism for defining and communicating what constitutes good teaching. They can also provide a useful framework for ongoing professional learning.

Quality of teachers is reflected in their quality of teaching. To ensure quality in teaching, standards for what teachers should know and be able to do should be developed. The standards are used as the criteria for licensing or certification, recruitment, and career planning and development. These are also used by the teacher pre-service and in-service training institutions as the bases for their curriculum development and improvement.

The term "standard" can be used in at least two ways: *firstly*, standards are *statements* about what is valued – statements of principle; and *secondly*, they are *measures* – levels or measures of performance. A standard, the latter sense "*points to and describes a desirable level of performance*" (Ingvarson, 2002b). For the purposes of this paper, a definition from the work of G. Sykes & Plastrik (1993) will be adopted: "*A standard is a tool for rendering appropriately precise the making of judgment and decisions in the context of shared meanings and values*" (p.4).

According to L. Ingvarson (2002b), standards do not just describe current practice; they clarify what teachers should know and able to do in the light of research and best practice. Standards clarify what teachers should get better at the long term. Standards describe trajectories for professional development. They make manifest the idea that good teaching is something a person learns how to do over time. If teaching is considered to be a profession, then standards must be derived from a defensible knowledge base and provide adequate guidance for making judgement of quality. As L. Shulman (1987) indicates, there is a rich and complex knowledge base for effective teaching which includes: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values.

Teacher standard is needed with respect to the following matters: (1) *Regarding quality assurance*. It is recognizable that for the seek of quality assurance, school teachers must be qualified and registered and their examination and qualification are nationally accredited. With respect to this it needs teacher professional standard; (2) *Regarding quality improvement*. It is also recognizable that regarding quality improvement of education efforts there are some actions that need to undertake such as strengthening leadership and management, and commitment of all staff to continuous improvement, measuring the effectiveness of teaching, and continuing professional development; (3) *For vertical relationship*. By setting teacher standard, it could support effective strategic leadership so that it creates conducive environments for the students' learning; and (4) *For horizontal relationship*. In the community of quality teachers, meaning only teachers with the minimum certain qualification and competencies are being its member, the effective communication and collaboration are needed to support the effective student learning. This could happen when the community of teachers meet the standards in terms of qualification and competencies.

Teacher professional standard is a statement of quality level that must be achieved and must be performed by the teachers in doing their jobs that is agreed by the related-professionals and the society, measurable and applicable. According to Mohammad Ali (2003), there are seven characteristics of the standard: (1) applicable by the teachers; (2) observable by students; (3) using statement that motivates the achievement; (4) every teacher should know it; (5) supported by the professionals and society; (6) compatible with other country; and (7) universal.

Teacher professional standard could be used as a set of criteria of minimum competences that every teacher should perform in undertaking his/her job. Teachers' competences include those related to personal, professional and social such as performance in teaching, mastery in subject matter, mastery in theories related to education and teaching, managing the teaching learning processes, adapting in the community and personality. Accordingly, H. Beare

(2001) identifies the minimum competence of teacher that corresponds to five common areas or components in which they are expected to be competent. The five dimensions are curriculum, pedagogy, assessment, contribution to the life of the school and contribution to the profession. Describing to it as follows:

Curriculum. The teacher is expected to have content knowledge about the courses he/she is teaching (subject specialization) and he/she is expected to keep herself to up to date in it.

Pedagogy. The teacher must know how to teach, must know about classroom management, about modes of student learning and the teaching method which are appropriate to those modes, and about appropriate teaching technologies. The teacher is expected to have mastered range of teaching strategies.

Assessment. The teacher is expected to know how to evaluate student work, how to assess students' progress, how to report that progress constructively to students and to parents, how to keep cumulative records of progress in learning, and how to benchmark that progress.

Contribution to the life of the school. As a member of the staff of a learning institution, each teacher is expected to contribute constructively to the wider life of the school, both formally by accepting responsibility for certain school-wide functions, and also informally by being concerned about the school's tone and culture, the well-being of its students, its reputation and community standing, and especially its relations to parents and the wider community.

Contribution to the profession. Each teacher is expected to be actively engaged with the teaching profession by participating in professional development, by being active in professional activities, by contributing to the development of the profession's knowledge and its craft base, and being available to and assisting the growth of professional colleagues. The teacher is expected to think and behave like a professional (Beare, 2001).

The core of teacher professional standards outlines what every teacher needs to know and able to do. It is formulated based on some abilities that the teachers need to perform in the following areas: assessment, communication, continuous improvement, critical thinking, diversity, ethics, human development and learning, knowledge of subject matter, learning environments, planning, role of the teacher and technology.

In the process of developing teacher professional standard, there are 10 basic principles that all teachers must know and able to do, regardless of the specific content areas. These standards are related to: (1) knowledge of subject matter; (2) knowledge of human development and learning; (3) adapting instruction for individual needs; (4) multiple instructional strategies; (5) classroom motivation and management skills; (6) communication skills; (7) instructional planning skills; (8) assessment of student learning; (9) professional commitment and responsibility; and (10) partnerships (Mohammad Ali, 2003; and Fakry Gaffar, 2004).

In term of its substance, teacher professional standards are related to the competencies in the followings: (1) Designs and plans instruction that develops students' abilities to meet academic standards; (2) Creates and maintains a learning climate that supports the development of students' abilities to meet

academic standards; (3) The teacher implements and manages instruction that develops students' abilities to meet academic standards; (4) Assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet academic standards; (5) Collaborates with colleagues, parents, the community and other agencies to design, implement and support learning programs that develop students' abilities to meet academic standards and transition from school to work or post-secondary education; (6) Reviews and evaluates his or her overall performance and implements a professional development plan; (7) Has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance academic standards. The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree; (8) Demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment and assess student learning; and (9) In collaboration with other professionals and parents, the special education teacher participates in the design, implementation and assessment of individualised education programs.

In order to increase quality of education through the effort of enhancing the teachers' professionalism there are some determinant factors, i.e. staff development, student performance standard definition, measures standard, school improvement, parent and community involvement and school assessment. In staff development, it needs to plan, implement, and evaluate staff development activities that improve instruction in areas related to assessed student needs and individual professional development needs. Staff development plans must also be based on research-proven strategies (Mohammad Ali, 2003).

Standards have been developed at a number of levels to reflect the degree of expertise and experience that teachers tend to acquire during the course of their careers. "Beginning standards" provide a professional scaffold for pre-service teacher preparation as well as a measure for gauging the readiness of graduating teachers for a future career in teaching. These standards are sometimes linked to guidelines for initial teacher education courses. "Advanced standards" focus on higher-order capabilities that are demonstrated by more accomplished teachers. These teachers are deemed to have acquired significantly increased expertise, and are regarded as particularly effective or successful practitioners. Hence, standards in this category strive to capture the substantive knowledge and specialised skills that teachers apply in a range of contexts to produce exemplary professional practice. "Generic standards" tend to reflect common principles and practices associated with good teaching and are often directed towards educators from different levels of schooling and types of learning environment. In contrast, "specific standards" can be developed for educators who teach in particular learning areas or who focus on students in a particular phase of development (Cumming & Jasman, 2003).

DEVELOPMENT OF TEACHER PROFESSIONAL STANDARDS IN FOUR WESTERN COUNTRIES

What follows are brief accounts of initiatives under way in four Western countries, namely the United States of America, Canada, United Kingdom and Australia.

Firstly, United States of America. The most comprehensive undertaking to define professional standards for teachers has been that of the National Board for Professional Teaching Standards (NBPTS) in the USA. The primary aim of the National Board's Standards is to professionalise teaching (Ramsey, 2000). The standards are framed around the following five core propositions: (1) Teachers are committed to students and their learning; (2) Teachers know the subjects they teach and how to teach those subjects to students; (3) Teachers are responsible for managing and monitoring student learning; (4) Teachers think systematically about their practice and learn from experience; and (5) Teachers are members of learning communities (NBPTS, 1987 and 1989).

While acknowledged to have clear strengths, weaknesses in the standards are also apparent. For example, there is little in the five core propositions that suggests the need for teaching for changes in the educational needs of society with developing knowledge economies and globalisation.

Another agency which had formulated the teacher professional standards is the Interstate New Teacher Assessment and Support Consortium (INTASC) which is a consortium of state education agencies, higher education institutions, and national educational organisations dedicated to the reform of the education, licensing, and on-going professional development of teachers in the USA. INTASC's mission is to promote standards-based reform through the development of model standards and assessments for beginning teachers.

In line with the National Board's approach to developing standards, the INTASC standards are performance-based, that is they describe what teachers should know and be able to do rather than listing courses that teachers should take in order to be awarded a licence. Developed for purposes of licensing beginning teachers, they do not differ markedly in knowledge or skills requirements from those used by the NBPTS for accreditation of accomplished teachers. Where they do differ is in the expectation that accomplished teachers will be able to demonstrate their knowledge and skills in more refined ways (Ramsey, 2000:22).

Second, Canada. Established in 1996, the Ontario College of Teachers is responsible for determining professional standards, certification and accreditation of teacher education programs. In 1999, it published a set of teaching standards which provide the foundation for pre-service and in-service programs. These standards are organised around five themes: (1) Commitment to students and student learning; (2) Professional knowledge; (3) Teaching practice; (4) Leadership and community; and (5) Ongoing professional learning.

The standards were developed to answer the question: "*What does it mean to be a teacher?*". Meanwhile "*standards of practice*" were the descriptors used to

answer the question. The standards of practice: (1) Describe what it means to be a member of the teaching profession in ontario; (2) Are reflective of the beliefs and values expressed by the participants in the development process; (3) Recognise and value diversity in teaching; (4) Are based on the premises that personal and professional growth is a developmental process and that teachers move through a variety of career and life stage; and (5) For the teaching profession are interdependent (Sykes & Plastrik, 1993).

Third, United Kingdom. The Teaching and Higher Education Act 1998 empowers the General Teaching Council (GTC) for the United Kingdom to produce a code laying down standards of professional conduct and practice expected of registered teachers. The Code of Professional Values and Practice for Teachers has been under development since 2000. The Code describes professionalism in practice in relation to: (1) Young pupils as pupils; (2) Teacher colleagues; (3) Other professionals, governors and interested people; (4) Parents and carers; (5) The school in context; and (6) Learning and development (Craft, 1996; and also available at: <http://www.gtce.org.uk/gtcinfor/codeintro.asp>, 25/7/2008).

The Code is designed to set out the beliefs, values and attitudes that make up teacher professionalism and to confirm the high standards of professional practice achieved by teachers.

And the last, *fourth, Australia.* The approach to standards in Australia has been rather fragmented. Boards of teacher registration have existed in Queensland and South Australia since the 1970s, and have been focused primarily on entry standards, licensing and induction. However, during the 1990s a number of state employing authorities initiated projects that explored standards in a wider context. The Standards Council of the Teaching Profession was established in Victoria to provide advice on standards across all sectors of education. Before it ceased operations in 1999, the Council developed and disseminated information about standards, evaluated teacher education courses for employment purposes and published papers on good teaching and school practice. State departments of education in Western Australia and Queensland initiated pilot projects that by 2002 had resulted in the development and release of generic standards for teachers in government schools. Standards have now been developed and published in areas of English, Mathematics and Science by the Australian Science Teachers Association. The Australian College of Education (ACE) had launched the *National Statements from the Profession on Teacher Standards, Quality and Professionalism* in May 2003. This can be accessed via the ACE website www.austcolled.com.au. The most recent development in Australia is the plan to establish a new National Institute for Quality Teaching and School Leadership in Canberra in 2004. The new institute will be managed "by the profession for the profession", and that functions could potentially cover five areas, including "the development of professional teaching standards".

Standard for teaching are the lynchpin for transforming current systems of teacher preparation, certification and ongoing development so that they better support student learning. Such standards can bring clarity and focus to a set of activities that are currently poorly connected and often badly organized. Clearly, if students are to achieve high standards, we can expect no less from their teachers and from other educators. Of greatest priority is reaching agreement on what teachers should know and able to do to teach high standard. The Standard of Professional Practice for teachers should be:

*First, **Teachers are committed to students and their learning.*** Teachers should possess the necessary knowledge and be dedicated to making knowledge accessible to all students. They treat students equitably, recognizing individual differences. They adjust their practice based on observations and knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships. They understand how student develop and learn. They are aware of the influence of context and culture on behaviour. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

*Second, **Teachers know the subject they teach and how to teach those subjects to students.*** Teachers should have a rich understanding of subject(s) they teach and appreciate how knowledge in their subject is created, organized linked to other disciplines and applied to real world settings. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. Their instructional repertoire allows them to create multiple tasks with knowledge, and they are adept at teaching students how to pose and solve their own problems.

*Third, **Teachers are responsible for managing and monitoring students' learning.*** Teachers should create instructional settings to capture and sustain the interest of the students and to make the most effective use of time. Accomplished teachers command a range of instructional techniques, know when each is appropriate, and can implement them as needed. They know how to motivate and engage groups of students to ensure a purposeful learning environment, and how to organize instruction to allow the schools' goals for students to be met. They understand how to motivate students to learn and how to maintain their interests even in the face of temporary failures. Teachers should regularly assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

*Fourth, **Teachers think systematically about their practice and learn from experience.*** Teachers should exemplify the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites

for intellectual growth: the ability to reason and to make multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation. In striving to strengthen their teaching, teachers should critically examine their practice, seek the advice of others, and draw on educational research and scholarship to expand their repertoire, deepen their knowledge, sharpen their judgement and adapt their teaching to new findings, ideas and theories.

Fifth, Teachers are members of learning communities. Teachers should contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local/national educational philosophy of education and objectives. They are knowledgeable about specialized school and communities resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

Sixth, Professional Codes of Ethics. All teachers should understand and practice the professional codes of ethics as being stipulated by the Ministry of Education.

TEACHER EDUCATION REFORMS: CREATING A PROFESSION

Teacher education needs a reform! We can conclude that teaching as a profession has not yet come of age. It needs reform in recruitment, selection, status and reward, redesign of initial teacher education and induction into the profession, continuous professional development, standards and incentives for professional work, and (most important of all, perhaps) changes in the daily working conditions of teachers.

As teachers, work more and more with people beyond their own schools, a whole gamut of new skills, relationships, and orientations are fundamentally changing the essence of the professionalism. This new professionalism is collaborative, not autonomous; open rather than closed; outward-looking rather than insular; and authoritative but not controlling (Fullan, 2001).

More than anything, the new professionalism makes huge demands on teachers' own learning – learning how to keep modifying and extending their teaching as research discovers more and more about children's learning styles, multiple intelligences and ways of understanding; learning how to integrate new technologies into their classrooms; and learning how to interact effectively with adults "out there" to deepen their understandings of and get more support for the students they teach. Some of this learning will need to be undertaken in pre-service education, when teachers first learn to teach. Teachers of today and tomorrow need to do much more learning on the job. They need access to other colleagues in order to learn from them. Schools are poorly designed for integrating learning and teaching on the job. The teaching profession must

become a better learning profession. The teacher in a collaborative culture who contributes to the success of peers is a leader; the mentor, the coordinator, the subject head, the local union representative are all leaders if they are working in a professional learning community.

Teachers do what they do to ensure that the younger generation is able to face the future with confidence. The teachers themselves must be fit to face the future. Every teacher needs to know where he or she stands in the sweep of human history and specifically the history of education in their own societies. Good teachers know that they must be fit for the present in order to lead and ensure that their students are fit for the future. The critical challenge for the profession is whether education leads societal change or education and professionals in the field just respond to the agenda of the change-masters outside of the education domain. Teachers determined to be professionals must meet the challenge of knowledge management.

The profession itself, like the system of education, needs to be infused with powerful new ideas, renewed visions, and novel and creative ways of doing things. Whether in the classroom (or in the broader contexts of education), new priorities have to be established. It is the responsibility of all teachers to understand the power of the passion for continuous improvement, raising of quality standards and professional excellence. Profound understanding of what the profession means and what must change in the profession if it is to remain relevant and dynamic demand a commitment to achieve effectiveness and efficiency by doing away with policies and practices which do not work. The stage is now set for everyone who belongs to the teaching profession to develop competencies and ethics to the highest level.

In response to all the theoretical backgrounds and the changes and challenges that had been described in the previous sections, we are now ready to share a few suggestions on how we can help teachers to cope with the changes and challenges posed by the current and the future education reforms. We are suggesting a few teacher education reforms as follows:

First, Induction Programs for Beginning Teachers. At this stage, there is no proper program to train and orientate beginning teachers (Newly Qualified Teachers) who have been just posted and appointed as novice teachers in primary and secondary schools throughout Malaysia. The present practice is to allow beginning teachers to work on their own in their respective classrooms without giving any sort of help to them. They are left by themselves to *swim or sink*. Beginning teachers encounter different professional problems while carrying out their duties in the classrooms. So it is high time that the Ministry of Education to conduct induction programs specially design for beginning teachers and these should in a duration of three years before they will be confirmed in their service. The program should be in the form of *modular* which contain the knowledge and skills that should acquired by all beginning teachers continuously coached by specialised mentors through the Mentoring System which all schools should implement. In-service training should begins in

schools. It is here that learning and teaching take place, curricula and techniques are developed and needs and deficiencies revealed. Every school should regard the continued training of its teachers as an essential part of its task, for which all members of staff share responsibility.

Second, In-House Training. In order to make all educational institutions as *learning organizations*, all educational institutions are made compulsory to conduct in-house training by using their own specialists. In-house training will definitely reduce costs but also will give a lot of benefits directly and indirectly to the staff. In-house training will improve job knowledge and skills of teachers, higher productivity through better job performance and more efficient use of human resources, better quality work environment, etc.

Third, Mentoring System. Mentoring has its professional origins in the world of business and over the past two decades it has evolved to become a prominent feature of many professions including teaching. Mentoring has played a key role across a range of teacher education programs, in particular induction. Through this system, every teacher in the school will be given a mentor at the working place who will get continuing professional development programs to enable them to perform their jobs professionally. Actually, mentoring is a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and protégé. In order to ensure that all teachers will be getting proper coaching continuously and will enable them to become expert teachers within a short duration of time period, then all schools should be made compulsory to adopt the mentoring system urgently. All trained teachers, subject heads and excellent teachers will be trained to become professional mentors in schools. This system will definitely will enhance the professional quality of teachers.

Fourth, Short Courses Organized by Teacher Training Colleges, Teachers' Centres and Faculties of Education. At present, only Teacher Training Colleges are conducting short courses for primary school teachers throughout the year to enhance their teaching qualities in teaching certain subjects. It is high time for all universities in Malaysia to conduct short courses for graduate teachers.

Fifth, Research and Publications on Teacher Education. All teachers should be encouraged to conduct action research on all aspects pertaining to teacher education and classroom teaching and learning. Research findings should be published in teacher education periodicals so that teachers can share each others' experiences and knowledge. Teachers should be encouraged to become writers as they have a lot of experiences for others to share.

Sixth, Training of Trainers. In order to ensure that all INSET (In-Service Training) programs are of quality, all school principals, teacher educators, subject heads, expert and excellent teachers, senior assistants and the relevant coordinators, senior assistants, head teachers, school inspectorates should be

trained in designing and implementing INSET programs which include the Training of Trainers components. They will eventually will be appointed as mentors in schools and can be asked to train other teachers.

Seventh, Governance of the Integrated Teacher Education Program. Various agencies are involved in teacher education. It seems logical that all of them participate in varying degrees in the governance of the integrated teacher education program. This includes the Ministry of Education, which implement major policies on education as well as sets standards for teacher education including certification and learning of teachers; Teacher Education Colleges who are primarily involved in the professional preparation of teachers; other agencies will include State Education Departments, District Education Offices, School Inspectorates, Polytechnics, Teachers' Centres and all Faculties of Education.

Eighth, Attachment Programs. From time to time, teachers should be given the opportunity to be involved in *attachment programs* in local institutions or overseas. For example, all coordinators of teachers' centres should be given to undergo attachment programs in all relevant teachers centres overseas. This will enable them to get new ideas and to learn the various techniques and systems being used by the teachers' centres where they have been posted to. All teacher educators from Teacher Training Colleges and Faculties of Education should be given the same opportunities to be involved in the attachment programs so that they too can get new inputs for the own specializations of teaching areas.

Ninth, Monitoring and Evaluation of Teacher Education Programs. We can indeed plan and implement various teacher education programs to enhance the level of professionalism of teachers. But we also need to monitor and evaluate the effectiveness of these programs so that decisions can be made to ensure their worth and cost effectiveness for conducting those programs.

Tenth, Meeting Sessions among Teachers. The Ministry of Education, the State Education Departments and District Education Offices should organize meeting sessions for subject teachers to meet in order to discuss all problems with regards to the teaching and learning methods/pedagogical skills in the respective subject areas. Teachers will learn from each other through these frequent meetings. They may be in the forms of seminars, workshops, INSET courses or conferences. As A. Hargreaves (1993) and M. Fullan (2001) stated that the rapid turnover of knowledge necessitate teachers to move away from the confines of their classroom and the culture of privatism, knock down boundaries, build bridges and develop a culture of collaboration and cooperation. There is a need for interactive professionalism.

And finally, *eleventh, On-Line Programs on Teacher Education.* With the development of ICT, it is now possible for teacher education training programs can be conducted through on-line by using web-sites, home-pages and so on. Virtual Teacher Education is an example (Ryan *et al.*, 2000).

CONCLUSION

It has been accepted for quite a while that school leaders can and should play a role in teachers' professional development. It has been argued that effective school leaders move beyond task-oriented and administrative leadership. They invest in instructional and educational leadership. Their main focus is to create a working context that encourages teachers to scrutinise and reflect upon their own teaching behaviour. Their commitment to create favourable workplace conditions is seen as a guarantee that schools will be/stay able to react adequately to new societal and educational challenges through the development of teachers. After all, school leaders are experiencing a growing pressure to deliver high quality education. And there exists consensus that teachers should be encouraged and supported within the school context to develop professionally in order to deliver this.

Bibliography

- Beare, H. (2001). *Creating the Future School*. London: Routledge Falmer.
- Busher, H. & A. Harris. (2000). *Subject Leadership and School Improvement*. London: Paul Chapman Publishing Ltd.
- Cheng, Y.C. (1996). *School Effectiveness & School-Based Management*. London: Falmer Press.
- Craft, A. (1996). *Continuing Professional Development*. London: The Open University.
- Cumming, J. & A. Jasman. (2003). *Professional Teaching Standards and Quality Education*. Bangkok, Thailand: Asia Pacific Regional Bureau for Education.
- Cuttance, P. (2001). "The Impact of Teaching on Student Learning" in K. Kennedy [ed.]. *Beyond the Rhetoric: Building a Teaching Profession to Support Quality Teaching*. Canberra: Australian College of Education, p.35-55.
- Darling-Hammond, L. (2000). "Teacher Quality and Student Achievement: A Review of State Policy Evidence" in *Education Policy Analysis Archives*, Vol.8, No.1, also available at "Internet Document (Education Policy Analysis Archives)" at <http://epaa.asu.edu/epaa/v8n1/> [Bangi: 25/7/2008].
- Evans, R. (2001). *The Human Side of School Change*. San Francisco: Jossey-Bass.
- Fakry Gaffar, Mohammad. (2004). *Membangun Pendidikan Nasional untuk Meningkatkan Kualitas dan Martabat Bangsa Indonesia*. Bandung: UPI Press dan IKA UPI.
- Fullan, M. (2001). *The New Meaning of Educational Change*. London: Routledge Falmer.
- Hargreaves, A. (1994). *Changing Teachers, Changing Times: Teachers' Work and Culture in the Postmodern Age*. London: Cassel.
- <http://www.gtce.org.uk/gtcinfor/codeintro.asp> [Bangi: 25/7/2008].
- Ingvarson, L. (2002a). *Building a learning profession*. Commissioned Research Paper No.1, Australian Council of Educators, Canberra.
- Ingvarson, L. (2002b). *Development of a national standards framework for the teaching profession*. Australian Council for Educational Research, Melbourne.
- Kennedy, K. ed. (2001). *Beyond the Rhetoric: Building a Teaching Profession to Support Teaching*. Canberra: College Year Book, Australian College of Educators.
- Kerry, T. & A.S. Mayes. (2000). *Issues in mentoring*. London: The Open University.

- Kydd, L., L. Anderson & W. Newton. (2003). *Leading People and Teams in Education*. London: The Open University.
- Mohammad Ali. (2003). "Teacher Professional Standard". Paper presented in the Sub-Regional Seminar on Social Dialogue for Teacher and Quality in EFA. Chiang Mai, Thailand.
- NBPTS [National Board for Professional Teaching Standards]. (1987). *What Teachers Should Know and be Able to Do*. Detroit, MI: NBPTS.
- NBPTS [National Board for Professional Teaching Standards]. (1989). *Towards High and Rigorous Standards for the Teaching Profession*. Detroit, MI: NBPTS.
- OECD [Organisation for Economic Co-operative and Development]. (2002). "Teacher Demand and Supply: Improving Teaching Quality and Addressing Teacher Shortages: A Literature Review and Conceptual Framework for Future Work" in *OECD Education Working Paper*, No.1, also available at "Internet Document (Organisation for Economic Cooperation and Development Education" at www.oecd.org/edu/workingpapernd [Bangi: 25/7/2008].
- Ramsey, G. (2000). "Quality Matters, Revitalising Teaching: Critical Times, Critical Choices". Report of the Review of Teacher Education, NSW Dept. of Education and Training, Sydney, NSW.
- Rickin, S.G., Hanushek, EA & Kain, JF. (2000). *Teachers , schools and achievement*. Working Paper 6691 (revised), National Bureau of Economic Research, Massachusetts.
- Rohani Abdul Hamid. (2002). "Education Reform to Meet the Challenges of a K-Economy: The Malaysian Perspective". Paper presented in an International Conference on the Challenge of Learning & Teaching in a Brave New World: Issues & Opportunities in Borderless Education, di the JB Hotel, Hatyai, Thailand: 14-16 Oktober.
- Rosas, Nilo L. (2004). *Teacher Education Reforms and Teacher Professional Standards: The Philippine Experience*. Pattaya, Thailand: Proceedings of UNESCO Experts Meeting on Teacher Education Reforms and Teacher Professional Standards, 22-25 September.
- Ryan, S. et al. (2000). *The Virtual University: The Internet and Resource-Based Learning*. London: Kogan Page.
- Schein, E.H. (1997). *Organisational Culture and Leadership*. San Francisco, CA: Jossey-Bass. 2nd ed.
- Shulman, L. (1987). "Knowledge and Teaching: Foundations of the New Reform" in *Harvard Educational Review*, Vol.57, No.1, p.1-22.
- Stoll, L. & D. Fink. (1996). *Change Our Schools*. Buckingham: Open University Press.
- Sykes, G. & P. Plastrik. (1993). *Standard Setting as Educational Reform*. Washington D.C.: American Association of Colleges for Teachers of Education.
- Timothy Ho Ha Yin. (2003). *Managing Training and Development-Malaysia*. Singapore: CCH Asia Pte Limited.
- Townsend, T. (1999). "The Third Millennium School: Towards a Quality Education for All Students" in *IARTV Seminar Series*, No.81, Victoria, Australia: Incorporated Association of Registered Teachers of Victoria.
- UNESCO. (1991). *Towards a New Paradigm of Teacher Education: The Learning of those Who Teach*. Paris: UNESCO.
- UNESCO. (2003). *Final Report of South-East Asian Seminar on Policy Actions and Social Dialogue for Improved Teacher Status and Professionalism in Achieving EFA Goals*. Bangkok and Chiang Mai, Thailand: UNESCO, 13-15 August.
- Whitaker, P. (1993). *Managing Change in School*. Buckingham: Open University Press.
- www.austcolled.com.au [Bangi: 25/7/2008].