

# Teacher Recognition and Professionalism

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## *Contents*

Preface	i
Chapter 1 ~ The Effective Teacher	1
Chapter 2 ~ Discourse of Professionalism	15
Chapter 3 ~ Staff Development Ideologies	21
Chapter 4 ~ Approaches to Professional Development Programmes	43
Chapter 5 ~ The Impact of Staff Development	53
Chapter 6 ~ Management and Evaluations	69
Summary and Conclusions	91
References	103

## *Preface*

This book aims to draw attention to literature on the aspects of teacher recognition of effectiveness and professionalism. Discussions are based on literatures and findings extracted from a research done by the author on Management of Staff Development Programmes At Technical Institutions in Malaysia. The first section seeks to describe the characteristics of the 'effective teacher', featuring their roles and commitment to the profession and the society. This hopefully will enable us to establish a clearer picture of the diversity of perception found on what recognition and professionalism means.

Discussion on the discourse of professionalism is presented followed by a broad discussion of staff development ideologies, presenting innumerable definitions, purpose and functions, and considering aspects of management. The complexity of staff development is discussed, diverging from the traditional practice to the broader concept of the 'learning organisation' which seems to be the emerging trend in today's organisational forms of management. The following section attempts to identify and distinguish the possible approaches in staff development programmes which may apply to an educational setting. The outcomes expected from staff development training programmes are described with the focus on the changes that occur in individuals as a result of the programme. Finally, the influence of the culture and the essentials of the evaluation process are explored with details of types, methods and techniques that may be employed for appropriate activities in a staff development programme.

It is also hope that the content discussed in this book will enable readers to understand the complexity of human behaviour in respond to their continual needs which showed that in reality their perceptions were influenced strongly by the conditions of their working environment.

# Chapter 1

## The Effective Teacher

The role of a teacher is currently becoming more challenging and the need for an effective teacher to ensure students' achievement is becoming more intense. The current global competitiveness is creating immense 'moral panics' in society about how we are preparing our generations for the future. Teachers are generally held accountable for student achievement by various sections of the society. Yet considerations of other factors that influence student achievement should not be disregarded. The effectiveness of a learning process differs from one situation to another, and different teacher behaviours and methods will have different effects on students' learning and achievement. Harris (1998) categorized 'effective teaching' according to three perspectives, namely: *teaching effects*, which encompass sets of teaching behaviour of teaching skills, *teaching models or approaches*, which concern styles in teaching, and *artistry*, which perceives teaching as a highly creative activity. A wide analysis of this issue is given by Avalos(1990). She argues that teacher experience, personality, training and qualifications, school system management and teaching conditions, students' contribution to learning and their background characteristics, are elements that can affect the process of teaching. She further defines an 'effective teacher' as :

.....the person able to discern from alternatives what makes instruction successful and what does not; and to that end, this person would hold views about what teaching seeks to achieve.

(p.199)

Evidently, research attempting to identify and distinguish teacher effectiveness has been proceeding for some considerable time. For example Kyriacou (1986) quotes Cattell (1931) who asked 254 participants from various levels (directors of education, teacher trainers, school teachers, students in the U.S.A) to identify "ten most important traits of the good mature teacher, ten most important