

LEADERSHIP QUALITIES OF STUDENT-TEACHERS IN CLASSROOM TEACHING

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Abstract

Today in the era of globalization and privatization, the foundation for the composition of any schooling system are its teachers, and as a result, the quality of education depends on their competence, professionalism, commitment, dedication, and attitude. Therefore, the quality of any institution depends on the quality of its teacher/leaders. Teacher' in the emerging Indian society plays a very pivotal role in the process of any institution development. But only efficient teachers through their effective leadership qualities and skills would be able to provide high quality of education and values among its students. Teachers play a major role for effective class conduction. It is the responsibility of the teacher to make his/her class interesting so that students are keen to attend and participate in the class. Some of the student teachers keep complaining about the class which they teach. The problem is in general related to students' behavior and discipline. Such students miss out on learning. They usually bunk or are irregular to class. They don't even bother to be present for the class. So many students today just don't value their education. Sitting at home doesn't change their attitude. The fresh look at the approach to classroom management is required.

The teacher/leader that is professionally and personally committed would be able to foster capacity building and leadership skills among its teacher trainees. The present paper explores leadership qualities of student teacher in class room teaching.

Keywords: Leadership skills, Teacher Education, Classroom Teaching.

Introduction

The essential nature of education is that it informs and enlightens the person about things he does not know and thus initiates him into asking questions about nature, life, society and its organization. School teaching is the single main professional activity in the country. There are approximately 4.72 million school teachers in the nation. Thus,

the foundation for the structure of any schooling system is undoubted, the teachers and as a result, the quality of education depends on their competence, professionalism, commitment, dedication, and attitude. Today, there is a tremendous change in the social systems and technological developments. Teachers of today required to play the role of agent for change. They have to perform this position with utmost care and sensitivity in promoting, understanding and tolerance among younger generations. As social and technological changes are perpetual and rapid, there is a rapid change in schooling and roles of teachers. Thompson (1995), rightly corroborates, "Improving the quality of education depends on first improving recruitment, training, social status and conditions of work of teachers, they need the appropriate knowledge and skills, personal characterization, professional prospects, and motivation, if they are to meet the expectations placed upon them." The ultimate aim of any teacher education programme is to prepare teachers, who can initiate desired to learn outcomes among school children by optimizing the resources-human and material. Pre-service teacher education is supposed to induct fresh teachers and attempts to transform them into competent and efficient teachers; the in-service teacher education should sensitize teachers about emerging challenges through specific capacity-building endeavors. The role of today's teachers has become very challenging, complex and multifaceted on account of the explosion of knowledge and radical changes in the content areas of all disciplines. In addition to these new demands on the role of teachers and also changing in that authoritative delivery of knowledge is being supplemented by spending more time diagnosing the learner's needs, motivating and encouraging them to study and evaluating the knowledge learned. Teaching is not controlling, but rather working with the students to learn, grow, and succeed together, by having strong student-teacher relationships with students, the classroom will be a place for each member to express their feelings and work together. Academic success depends on these close associations and guidance that teachers and students have with one another. Classroom management aims at establishing student self-control through a process of promoting positive student achievement and behavior. Thus, academic attainment, teacher efficacy, and teacher and student behavior are directly linked to the concept of classroom management. Education has always rated discipline as one of the most serious obstacles to promoting effective teaching. Proper Classroom management leads to class control and conducive teaching- learning environment.

Education and Society

Societal and natural conditions determine the role and the function of education. Within the relationship between education and society, the most salient feature of education is its communal side. The social context is imperative for education to function well. Society and education complete each other. Society cannot carry on

without education and vice versa. Education affects not only the person being educated but also the whole community by starting from his/her family. In other words, raising a sufficient number of efficient people for more prosperous society is the duty of education and educational institutions which have certain functions in the community. Each educational institution establishes relationships throughout mutual interactions.

Education, as a phenomenon, is both a social foundation and a process occurring in the society. If established a prior and hierarchical sequence, society can be regarded as the objective and the education can be considered as the indispensable means of this objective. In this respect, to research into the functional relationship between education and society and its other institutions is of great importance for community development.

Teacher Education

The National Council for Teacher Education has defined teacher education as-A programme of education, research, and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. According to Goods Dictionary of Education, Teacher education means, all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively. In 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. Teacher education encompasses teaching skills, sound pedagogical theory, and professional skills. Teacher Education = Teaching Skills + Pedagogical theory + Professional skills. Teaching skills would include providing training and practice in the different techniques, approaches, and strategies that would help the three teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills. Pedagogical theory includes the philosophical, sociological and psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage. Professional skills include the techniques, strategies, and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counseling skills, interpersonal skills, computer skills, the information retrieving and management skills and above all lifelong learning skills. An amalgamation of teaching skills, pedagogical theory, and

professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

In his Call for Action for American Education in the 21st Century in 1996, Clinton indicated that: Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training".

What is Teacher Leadership?

Teachers typically define career satisfaction regarding their ability to be of service to others and make a difference in the lives of their students. Similarly, the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students. Studies have shown that teachers do not subscribe to traditional definitions of leadership as "higher" or superior" positions within the organizational hierarchy. Instead, teachers view leadership as a collaborative effort, a "banding together" with other teachers to promote professional development and growth and the improvement of educational services.

Traits

These traits of a leader are:

- Maintenance of moods like quietness, being unassuming and soft spoken.
- Values like having a sense of commitment to the school and to the profession.
- Orientation to people, having a sense of humor; being a hard worker; possessing an appreciative orientation to others.
- Moral characteristics like unselfishness, intelligent, genuine, humble and energetic.
- Responsibilities to be seen in commitment to the school and profession, having strong beliefs and being fair.
- Personality traits expected are: being tempered, following work ethics, being determined, not appearing like day-dreaming, being a visionary and having high standards.
- Work-Related traits include responsibility of being a hard worker, being steady and being dependable.

Why Teacher Leadership?

The notion of teacher leadership is not new, but recently it has been transformed. In the past, teacher leadership roles have been limited in scope and established at the prerogative of school administrators. Teachers have long served as team leaders, department chairs, association leaders and curriculum developers. In these roles teachers have often served as "representatives" rather than "leaders" who enact change. In addition, leadership role for teachers have traditionally lacked flexibility and

required a lengthy, ongoing commitment of time and energy. Often the decision to take on leadership tasks has been accompanied by a decision to get out of teaching and into administration. Recently, reports on the status of teacher education have issued strong and compelling leas for dramatically different roles for teachers and increased professional development. Recognizing the centrality of teaching, the reports emphasize the need for teachers to extend their sphere of influence beyond the classroom and into school wide leadership activities.

How does Leadership Skill Help Teacher in Classroom Teaching?

In one of the most extensive studies on the work of teacher leaders, Lieberman, saxl, and Miles (1988) focused on what teachers actually did when they assumed leadership positions designed to provide assistance to other teachers. The authors found that the work of lead teachers was varied and largely specific to the individual context of the school. In order to be effective with their colleagues lead teachers found it necessary to learn a variety of leadership skills while on the job. Those skills included.

- Building trust and developing rapport
- Diagnosing organizational conditions
- Dealing with processes
- Managing the work
- Building skills and confidence in others Leadership in the classroom

A classroom is a group of learners. Generally speaking, learning groups have at least two basic objectives:

1. To complete learning tasks;
2. To maintain positive and effective relationships also group members.
3. Leadership consists of actions that help the group to complete its tasks successfully and maintain effective working relationships also its members.

The Ways to Develop Leadership Skill

A variety of conditions are necessary to support and sustain teachers in leadership positions. According to Lieberman (1992), vision, structure, time an skills are all essential to the success of new teacher roles and responsibilities. These same conditions were crucial to apple berry's success as a teacher leader at Dumas.

Vision

It is significant that student-teacher leadership roles be part of an overall apparition and set of values that accepts and expects teachers to participate in leadership. When new rolls are unrelated to a broad vision of teacher participation, leadership positions do not receive the systemic support necessary for success and change. At

Dumas public schools, administrators at all levels encouraged, even expected, teachers to provide leadership.

Structure

Student Teachers eyed structure for their work. Although the structure will vary according to the school and community context, it must bring legitimacy to the new role and facilitate the understanding that knowledgeable and well-respected teachers can provide leadership. At Dumas, committees of teachers are regularly formed and provide a structure to elect leaders and investigate options for school improvement.

Time

Time to experiment, reflect and create is essential for teachers. They need time to talk to other teachers, develop materials, deal with conflicts and build collegial relationships. At Dams, an extra conference or planning period was added to provide time for reflection and communication.

Skills

There are skills and abilities, which can be labeled and learned, that make leadership more effective. Student Teachers need access to information and training. At Dumas, Apple berry utilized the following set of leadership skills in her role as teacher leader. Promoting a clear vision, Taking initiative, Persevering in the face of obstacles, Analyzing and making program adjustments improvements, Building support with parents and community, Building a team spirit among the faculty, Providing support and encouragement for other teachers, Facilitating communication and reflection among the faculty, Celebrating and recognizing program successes, Using alternative strategies such as a summer program to build skills and Exercising patience.

Encouraging teachers to assume leadership roles appears to be working at Dumas. Teachers are teaching differently. They are demonstrating a greater respect for each other and for students. They are working across the curriculum and coordinating their efforts. Apple berry remarked, "I've really seen (teachers) take on the feeling that it belongs to them now. That it's not just someone telling them, you've got to do this. They're coming to me to ask for supplies to do activities and saying they'll share with other teachers. That's what I see the teacher's doing- Getting excited about teaching again."

Conclusion

The Role of a student- teacher is not to grade a student and to control but the main role of the student-teacher is to help every student reach the highest possible level of achievement. The long-term goal of any class room teaching program is self-management. The procedures typically involve the use of positive reinforcement,

negative reinforcement and time to time interventions. The leadership quality of student teacher in classroom teaching must be aligned with instructional goals and activities. Trophy J (2006) noted that when teachers identify what good student behavior looks like; they can work backward from desired outcomes to determine which management systems will be most effective. Arriving in class and being in one's seat on time, being prepared for a lesson, paying attention, volunteering information and responding to questions lead to effective class control. Accepted behaviors may vary for different classroom and unique strategies may be adopted for different contexts and environments that emerge in classrooms.

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