

Teachers Adaptive Role in Creating Futuristic Education System

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ABSTRACT

There is intense need of transforming education systems to adapt to the demands of the futuristic world. It necessitates the capacity to see the world through different lenses, to appreciate different value systems, to respect different cultures. Purpose of the education in our country is the preparation of the youths for effective future living in a changing society without loss of those aspects of the culture that have been time valued. Education system must respond to the changing needs of students and their teachers. This is usually achieved by the education system with a well-articulated and well- designed set of learning practices that rise above varied cultures that interact with one another. Nations look into the future with saintly resolve of achieving a good system that is able to produce and train nationals that are able to meet the demands of the future and not lagging behind in a competitive world. The accomplishment of set goals on what education should be in the future demands a clear vision of the future. This involves total commitment of both material and financial resources to the educative process. This paper recommends changing role of teachers in creating futuristic education system.

The world today is defined by change, complexity and hyper-connectedness, and that education systems are falling behind in terms of equipping students with the skills that are essential to flourishing in the world and to making the world a better place. Here the role of teachers in transforming education systems in equipping students with the Mindsets, Essential Skills, and Habits to succeed in college, career, and life is indispensable.

Future of education is uncertain, still one can predict it. If we talk about the future set-up of Indian education it is discouraging. The reformation in the education sector is being carried out, no doubt the education set-up of the country will change very soon. The government is now taking various steps to universalize the elementary education in the country. Various non- government organizations (NGOs) have also come forward to join the uprising. At the higher level, significant changes have taken place in our education system. In the past few years, the scientific and technological growth in the country has got global attention. The future of education system may be précised on the following lines:

- Future education will be exceptional.
- Role of education in future will be dynamic.
- Focus will be on technical and professional education.
- Barriers in integrated education will be removed.
- Education will be based on social requirements.
- Present flaws of our school education system will be overcome.
- A different kind of student will emerge in future.

CREATING A FUTURISTIC EDUCATIONAL SYSTEM

There is a need for teacher education societies to seek ways to continually improve its academic staff, programmer, designs and delivery, administrative procedures and support services (Mok, 2005). Teacher education programmes need to continually provide evidence that their programmes and procedures are ‘accountable’, ‘effective’, and/or ‘value-added’ (Cochran-Smith, 2001, p.529) to be relevant to meet current and future needs.

1. The educational system for the Third Millennium should be based on globally focused direct-experience learning, taught within an educational environment that substitutes the Darwinian concepts of conflict and competition, with the concepts of creativity, cooperation, and consciousness development.
2. There is need of effective communications competency and digital fluency at all educational levels. Subjects must include: computer literacy, distance learning, digital photography and videography, media presentations, website design construction, and the fundamentals of electronics.
3. High-tech should be underhandedly combined with high-touch. Caring and sharing between students and teachers should be the norms resulting in the emergence of powerful new learning systems, which will be continue to evolve and be socially relevant for the future.
4. Development of group-consciousness’ and a sense of community belongingness should be encouraged throughout the educational system. Students should

be brought together to experience creative thinking and strategies for the assistance of their own learning community and for the greater interrelationships of humans to all life on Earth.

5. Innovative approaches of learning should be used. A Neo-Renaissance approach focuses on mentoring and hands-on, project-centered learning. Each student should be provided with a working knowledge of basic skills, which could be used all time in their lives. There should be high priority of self-reliance, creative thinking, and problem solving in the educational programs.
6. Students should be "Career-Related." in that they must be designed for prime success, survival, and happiness in the actual world of personal and professional ways and interactions.
7. For the development of each individual's innate basic abilities consciousness technology should be combined into all aspects of the educational programs. A realistic awareness of the various aspects of consciousness technology should be key aspects for survival and success of rapidly shifting and changing society. Teachers as leaders can assume a wide roles to support school and student success.

ROLE OF TEACHER IN TRANSFORMING EDUCATION SYSTEM

There is growing recognition that the world nowadays is defined by change, complexity and hyper-connectedness, and that education systems are falling behind in terms of equipping students with the skills that are necessary to flourishing in the world and to making the world a better place. Here the role of teachers in transforming education systems in training students with the Mindsets, Essential Skills, and Habits to succeed in college, career, and life is indispensable.

Teachers as leaders can shoulder a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire education systems capacity to improve. Because teachers can lead in a variety of ways, so they can serve as leaders among their peers. Then what are some of the monitoring options available to teachers? The following roles are examples of the many way teachers can contribute to their schools' success.

1. Teacher as Resource Provider

Teachers help their generations by sharing instructional resources. These can be Web sites, instructional materials, readings, or other resources to use with students. They might also share professional styles as articles, books, lesson or unit plans, and assessment tools. Teacher becomes a resource provider when she/he offers extra copies of resource material to students and share with colleagues.

2. Teacher as Instructional Specialist

Teacher as an instructional specialist helps colleagues implement effective teaching strategies. This help must include ideas for distinctive instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore instructional methodologies which are proper for the school; and share findings with colleagues.

3. Teacher as Curriculum Specialist

To understand content standards, how various modules of the curriculum link together, and how to use the curriculum in planning tutoring and assessment is essential to ensuring steady curriculum implementation throughout a school system. Curriculum specialists lead teachers to agree on standards, follow the approved curriculum, use common pacing charts, and develop shared assessments. Using criteria in English and social studies as their guide the team members agree to increase the reliability in their classroom curriculums and manage communal assessments.

4. Teacher as Classroom Supporter

Teacher as Classroom followers work inside classrooms to help students implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that session with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capability to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also stimulated a bias for action (improvement through collaboration) on the part of teachers.

5. Teacher as Learning Facilitator

Accelerating professional learning experiences among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on it directly improvement in student learning. Teachers professional learning becomes more relevant and focused on teachers' classroom work and united to fill gaps of student learning. Such communities of learning can breakdown the norms of segregation existing in many schools.

6. Teacher as Mentor

Serving as a mentor for students and new teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and help new teachers about instruction and curriculum, procedure and practices, and politics. Being a mentor takes a great deal of time and proficiency and makes a significant effect to the development of a new professional.

7. Teacher as School Leader

Being a school leader means assisting on a committee, such as a school improvement team; acting as a

grade-level or section chair; supporting school plans; or representative the school on community and district task forces or committees. A teacher leader stakes the vision of the school, bring into line with his or her professional goals with those of the schools and districts, and shares charge for the success of the school as a whole.

8. Teacher as Data Coach

Although teachers have access to a great deal of data, they do not regularly use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to reinforce instruction.

9. Teacher as Catalyst for Change

Teacher leaders can also be catalysts for change, futurists who are “never content with the status quo but rather always looking for a better way” (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to frequent improvement. They pose questions to produce analysis of student learning.

10. Teacher as Learner

Among the most important roles teacher leaders undertake is that of learner. Learners model continual improvement, reveal lifelong learning, and use what they learn to help all students achieve. Other teachers also encouraged by willingness to discuss what works and what doesn't, begin to talk about their teaching and how it influences student

learning. Faculty and team meetings become a medium in which teachers learn from one another.

On the whole teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles begin as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that appropriate their talents and interests. Regardless of the roles they assume, teacher leaders form the culture of their schools, improve student learning, and effect practice among their peers.

CONCLUSION

We can envision substantial changes in the futuristic educational system, yet not so far away that we have no basis of making reasonable predictions. In this paper, we have presented some new interactional outline for learning made possible by new technologies, and explored some of the implications of these new frameworks for the educational environment. There is an increasingly diverse media for learning where the challenge for educators is to determine the goals that each medium can best accomplish and the resources essential. And this challenge will remain a continuing challenge, as technologies continue to change, impacting both learning and doing, and providing new ways for productively assimilating learning and doing. Thus, education system must include extraordinary infrastructure and innovative teaching tools to raise standard of education.

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