

The Changing Context of Teacher Education: A Global Perspective

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Abstract

The function of the teacher as a mediator in the curriculum's transmission is becoming more important. Future generations must be taught from gender-equitable viewpoints, global perspectives that cultivate values for peace, respect the rights of all, and perspectives that appreciate and value labour if they are to promote equitable and sustainable development for all parts of society and respect for all. Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practises. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities.

Keyword: Teacher Education, Changing, Context, Equitable, Sustainable, Global

Introduction

The former president of India, Dr. A.P.J. Abdul Kalam says "the whole purpose of Education in a country is to develop and enhance the potential of human research and progressively transform it into a knowledge Society". The UNESCO International Commission on education for 21st Century has identified four pillars of learning such as learning to know, learning to do, learning to be, learning to live together. To fulfil this purpose of education, teacher has a very significant role. (Soundararajan M., et.al., 2022) India's long-standing culture of education has weathered difficult times without losing its core strength. Intensive work to improve and expand teacher training began in the years after independence. Significant efforts have been undertaken to adapt and update the teacher education curriculum to local demands so that it better meets the unique requirements of India. (Saravanakumar AR., 2014) The function of the teacher as a mediator in the curriculum's transmission is becoming more important. Future generations must be taught from gender-equitable viewpoints, perspectives that cultivate values for peace, respect the rights of all, and perspectives that appreciate and value labour if they are to promote equitable and sustainable development for all parts of society and respect for all. (Subbiah S., et.al., 2012) Teachers are being trained to recognise whether the use of technology is beneficial or harmful to students' growth and development. Educating teachers is a worldwide profession with specific cultural nuances that need to be addressed. (Jazeel A.M., & Saravanakumar AR., 2016) To succeed in this field, it is crucial to understand the profession as a whole, to speculate about its near-term future, and to use the most cutting-edge theoretical frameworks and pedagogical practises. In today's world, where human progress and evolution are propelled by a wave of innovative initiatives, the need for effective educators is great and growing. It is because of these changes and improvements that 21st century educational standards will be superior to those of the previous century. Therefore, in order to thrive in the classrooms of the twenty-first century, educators will need a broader set of generalized and discipline-specific knowledge and abilities. (Jazeel A.M., & Saravanakumar AR., 2015). The curriculum should reflect the dynamic nature of society's demands, the realities of globalisation, the rapid development and spread of technology. A change in the learner's nature and, consequently, in the learning process, also results in a change in the teacher's nature for the twenty-first century. (Kalaiselvi R., et.al., 2012) In the classroom contact cycle, the teacher is crucial. Additionally, when the general learning environment develops, changes in the nature and function of a teacher are inevitable. One of the earliest and most prestigious occupations, teaching has gained international recognition and recognition. Teachers have always been necessary, but their jobs, responsibilities, and even educational requirements have changed dramatically throughout the years. Because of historical shifts and societal demands, traditional methods of training educators have had to evolve.

Changing Context of Teacher Education in India

India's long-standing culture of education has weathered difficult times without losing its core strength. Intensive work to improve and expand teacher training began in the years after independence. With the rise of Education programs and the need to make primary school available to everyone, the system of training new teachers has been put under significant strain. When India gained its independence from Britain in 1946, it inherited a foreign model of teacher preparation. Since then, however, significant efforts have been undertaken to adapt and update the teacher education curriculum to local demands so that it better meets the unique requirements of India. (Saravanakumar AR., & Padmini Devi K.R. 2020) "To improve the quality and efficacy of pre-service and in-service programmes for serving teachers throughout the country, the existing system of teacher education is supported by a network of national, province, and district level resource institutions working together".

Changing Teacher Education In A Large Urban University

Frederic T. Giles, Clifford Donald Foster



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Developing Learning Modules for Child Development Associate Training Dennis Ackley, 1975 Resources in Education, 2001-04 **Preparing Teachers in Times of Change** David Lynch, 2011-08-04 This book is about teacher education reform The book aims to stimulate renewed debate in teacher education in Australia and elsewhere Introd

World Yearbook of Education 1992 David Coulby, Crispin Jones, Duncan Harris, 2013-09-05 Published in the year 2005 World Yearbook of Education is a valuable contribution to the field of Major Works **Handbook on Teaching Educational Psychology** Donald J. Treffinger, J. Kent Davis, Richard E. Ripple, 2013-09-17 Handbook on Teaching Educational Psychology provides a wide ranging survey of practices and problems in teaching educational psychology This book evaluates and reviews the conceptual and methodological bases of the practices Organized into four parts encompassing 15 chapters this book begins with an overview of the general problems encountered by the educational psychologists and the techniques for attacking those problems This text then tackles the problems of defining the boundaries and content educational psychology Other chapters consider the methodological tools and issues that are employed by educational psychologists in studying educational problems This book discusses as well the general conceptual and theoretical models that have influenced instructional development and research in educational psychology The final chapter deals with some of the main issues and developments in teaching educational psychology organized to distinguish between the graduate and undergraduate levels of instruction This book is a valuable resource for educational psychologists teachers and students Individualizing Instruction in Educational Administration Launey F. Roberts, 1976 *Teacher Education and Cultural Change* James Lynch, H. Dudley Plunkett, 2025-09-01 First published in 1973 Teacher Education and Cultural Change analyses significant issues in the reform of teacher education on the evidence of up to date official and academic

source materials and direct investigation It contributes to the comparative sociology of education by highlighting the question as to whether teacher education policies are geared primarily to educational and social conservation or change Features of teacher education are classified according to a scheme comprising four linked themes cultural perceptions of teaching the process of becoming a teacher curricula the organization of teacher education Attention is given to cultural and social factors acting to democratize educational philosophies and structures Reform oriented policies are evaluated for their coherence and sociological realism Differences in the three systems are found to reflect their histories and their socio economic and political contexts but a common movement is discerned towards democratic systems responding to person rather than to institution centred values The book should help to fill a serious gap in comparative studies of teacher education and should be of interest to students academics and administrators concerned with the study and development of educational systems

Career Education and the Elementary School Teacher Kenneth B. Hoyt, 1973 **Studying Teacher Education** Marilyn Cochran-Smith, Kenneth M. Zeichner, 2009-09-10 This volume reports the work of the American Educational Research Association's Panel on Research and Teacher Education It offers a synthesis of research on teacher education policies and practices in the US and an agenda for future research

Change(d) Agents Betty Achinstein, Rodney T. Ogawa, 2015-04-24 This book examines both the promises and complexities of racially and culturally diversifying today's teaching profession Drawing from a 5 year study of the lives of 21 new teachers of color working in urban hard to staff schools this book documents the tensions these teachers experience between serving as role models and fulfilling district and state mandates

Teacher Training and Professional Development: Concepts, Methodologies, Tools, and Applications Management Association, Information Resources, 2018-05-04 Regardless of the field or discipline technology is rapidly advancing and individuals are faced with the challenge of adapting to these new innovations To remain up to date on the current practices teachers and administrators alike must constantly stay informed of the latest advances in their fields

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Objectives and Priorities for a Competency-based Teacher Education Program in Music Denis Carmen Moreen, 1974 **Books in Series**, 1985 Vols for 1980 issued in three parts Series Authors and Titles

Performance-based Professional Education In-service Needs of Secondary Level Occupational Teachers in New York State Ronda Hargus Ely, 1973 **Library of Congress Catalogs** Library of Congress, 1976

The New Handbook of Research on Music Teaching and Learning Richard Colwell, Carol Richardson, 2002-04-18 Featuring chapters by the world's foremost scholars in music education and cognition this handbook is a convenient collection of current research on music teaching and learning This comprehensive work

includes sections on arts advocacy music and medicine teacher education and studio instruction among other subjects making it an essential reference for music education programs The original Handbook of Research on Music Teaching and Learning published in 1992 with the sponsorship of the Music Educators National Conference MENC was hailed as a welcome addition to the literature on music education because it serves to provide definition and unity to a broad and complex field Choice This new companion volume again with the sponsorship of MENC explores the significant changes in music and arts education that have taken place in the last decade Notably several chapters now incorporate insights from other fields to shed light on multi cultural music education gender issues in music education and non musical outcomes of music education Other chapters offer practical information on maintaining musicians health training music teachers and evaluating music education programs Philosophical issues such as musical cognition the philosophy of research theory curriculum and educating musically are also explored in relationship to policy issues In addition to surveying the literature each chapter considers the significance of the research and provides suggestions for future study Covering a broad range of topics and addressing the issues of music education at all age levels from early childhood to motivation and self regulation this handbook is an invaluable resource for music teachers researchers and scholars

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