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A Professional Standards for the Future Palestinian Teacher: Problems and Challenges in the Practices

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Abstract:

Despite the scientific and informational progress that has occurred recently in teaching methods and teaching aids, and the severe criticism campaigns against the teacher in recent years as a result of the negative behaviors of some irresponsible teachers, the day will not come when the educational process will dispense with the teacher, his position and his roles, but what kind of teachers we need at this time. Concern for professional

standards and academic accreditation for teachers does not mean just the existence of a set of standards set by accreditation and development bodies. Rather, we see the need to rethink the concept of outputs and just consider it a process for measuring individuals' performance. Rather, it goes beyond that to move to transformative learning and get out of the cycle of stagnation in the world of outputs. The use of standards to form a stable teacher, but rather to find the teacher who is the interlocutor, the facilitator for the learning of his students. In light of this, the idea of this paper came to examine the following aspects: (1) The requirements of the educational system in the post-modern era, (2) Justifications for paying attention to the professional standards of teachers, (3) The most important professional standards for teachers to ensure the quality of education, and (4) Reviewing the first criterion for accreditation and professional development committees and bodies related to the faculty's ability and efficiency to prepare the teacher. To achieve this purpose, the researcher used the fundamentalist approach based on analysis and interpretation and clarified the importance of applying the professional standards of the teacher that the colleges of preparation must maintain and market them culturally before starting the implementation process.

Keywords: Professional Standard, Future Standard, Palestinian Teacher, Learning Standard, Curriculum

A. Introduction

Recently, there have been multiple calls from some educators to reform public education, improve its level, address its shortcomings, and develop its buildings and its human and material potential. Although the required reform includes all aspects and mechanisms of public education, such as curricula, teaching methods, teaching aids, and the school environment, it must be addressed more to the teacher as the strongest link in the education process, and he is the engine or culminator of any efforts aimed at reforming or developing education. Hence, voices began to be raised to replay Considering teacher training institutions and

trying to reform them, upgrading their curricula, and strengthening teaching and training mechanisms in them to achieve their objectives in preparing qualified teachers capable of facing rapid and successive changes in the field of education.

Despite all the efforts that have been made - and are still being made—in trying to reform teacher training institutions, the performance of these institutions is still less than required, and the outputs of these institutions are still far below the minimum level that qualifies teachers in all disciplines to assume their educational and educational responsibilities efficiently and competently.

Especially through the requirements of the educational system in the postmodern era, which are summarized as follows:

1. Changeable education, not recreational, so that it responds to changes and developments and adapts to the requirements and needs imposed by the postmodern era.
2. Creative education, not memory education, so administrative creativity and innovative education are two main pillars of this type of education.
3. Dialogue education, not indoctrination, so that the principle of dialogue is the language of learning and teaching based on the concepts of self-education.¹
4. Productive education, not closed-mindedness, so that it is open to the experiences of nations, their cultures and civilizations and interacts with them consciously and consciously.
5. Cooperative education, not individuality, so as to satisfy the spirit of love, participation and honest competition.
6. Rational and critical scientific education is not transmission and delivery, so that information and content are examined in the light of critical criteria based on rational thinking rather than relying on transfer.
7. Anticipatory education, not random, so that it is built on the basis of sound planning that is based on information and is expected to achieve a set of achievements.²

Therefore, the professional accreditation of the teacher and its procedures have captured the efforts of educators in order to prepare standards and procedures for this accreditation that ensures the reassurance of the educational

¹ Ibrahim, Abdel Razek. "Education in the era of globalization - educational premises for interaction with the movement of life". *Journal of Education*, No. 40 (2022): 12-44.

² Hassan, Ahlam and Mahmoud, Al-Farhaty. *Professional Accreditation of the Teacher Introduction to Educational Development*. (New University House, Cairo, 2008).

and local community on the availability of the requirements and elements of the profession for the teacher and his achievement of performance quality standards, which in turn is reflected in the quality of the educational product sought by the community, and this is through professional development that teachers will need to develop their understanding of their areas of concern, teaching and learning. And what they should do, to help and guide all students, which are opportunities available to them to participate in study and research in teaching their specialization, which is a lifelong process that helps in the development of their knowledge, ideas and beliefs and extends from pre-service preparation experiences and programs to self-learning and continuous learning experiences and in-service training programs to the end of the professional future.³

Based on the foregoing, the teaching profession is considered one of the fundamentalist professions in society, education is an educational art and a teaching art and represents the classroom in the laboratory and represents the teacher is a member of the scientific community, as professionals are distinguished from others by the following:

1. The professional works in the light of the standards that guide his professional practices.
2. The professional has a specialized knowledge base and a general artistic culture.
3. The professional undertakes to meet the needs of the work and has an ethic of service.
4. The professional cooperates with others and undertakes teamwork to achieve the goals of the group.
5. The professional possesses the skills of autonomy and avoids bureaucracy.

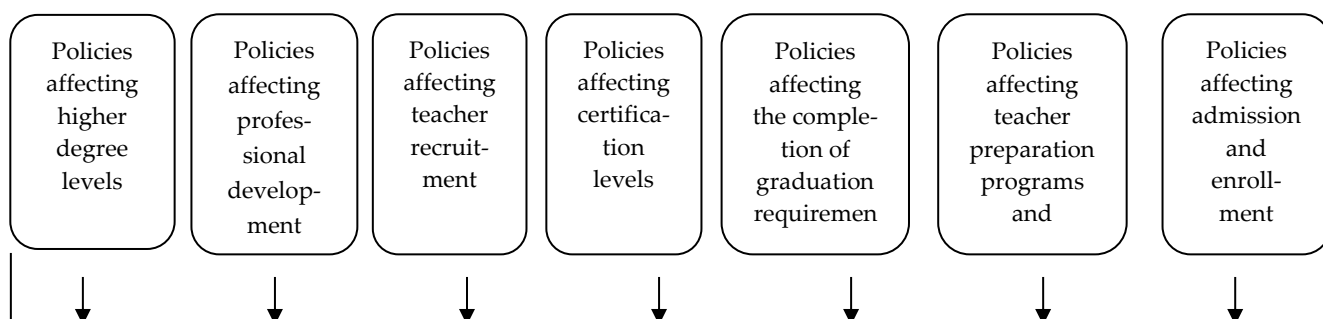
Therefore, the interest in developing teacher preparation programs and their professional standards is one of the most important contemporary global trends, which are receiving increasing attention, despite the different degree of focus in development processes according to the societal context from one country to another.

³ Mustafa, Abdel Salam. *Modern Trends in Science Teaching*. Dar Al-Fikr Al-Arabi, Cairo, 2001).

B. Method

Attention to the rehabilitation of teachers professionally has become a political priority in most countries of the world, in developed countries increasing interest in ensuring the availability of the required numbers of teachers to face the increasing retirements while ensuring the quality of numbers, but in developing countries we find the increasing need to raise the level of teacher qualifications.⁴

This prompted the emergence of several attempts to set standards to control the quality of those enrolled in the teaching profession and graduation systems, which is known as the pipeline as shown in the following figure⁵:



The changes that have become a fundamental reason for the shift towards professional standards globally can be illustrated in the following table⁶:

Who is it	Into
- Teacher-centered teaching	- Student-centered learning
- Passive learning	- Active learning / inquiry-based learning, research and investigation.
- Knowledge-based education as facts.	- Critical thinking is based on knowledge.
- Respond as a reaction	- Anticipate the action and planned action.
- An artificial context based on isolation .	- Real real-life context.
- Use of single means of communication	- Multimedia communication.
- Use one sense	- Simultaneous use of multiple senses.

⁴ Moon, Bob. "International Perspectives on the Initial Education and training of teachers". UCET. University council for the Education of teachers. *Occasional Paper* No. 11 (September 1998): 1-36.

⁵ ETS. *Preparing Teachers Around the World*. (Education Testing Service, 2003).

⁶ Nabawy, Amin. *Academic Accreditation and Total Quality Management*. (Egyptian Lebanese House, Cairo, 2007).

It is worth noting that the interest in professional standards and academic accreditation of teachers does not mean just the existence of a set of standards set by the bodies of the world and development, but we see the need to rethink the concept of outputs and just consider it a process to measure the performance of individuals, but beyond that transition to transformational learning and get out of the circle of rigidity of the world of outputs is not the goal of using standards to form a fixed teacher, Rather, finding the teacher who is the interlocutor, the facilitator of the learning of his students.

The interest in the professional standards of the teacher and associated with the academic accreditation of the faculties of their preparation was linked to a set of indicators:

1. Ensure knowledge of the specialized academic content of the teacher, and how to diversify teaching methods.
2. Ensure classroom management with a wide variety of cultural and cognitive backgrounds
3. Ensure that the teacher has extensive knowledge and general culture.
4. Ensure that the teacher interprets his use of a particular strategy in teaching and not others.
5. Ensure that the teacher thinks about his practices and changes them.
6. Ensure that he has access to diverse therapeutic experiences.

C. Results & Discussion

1. Clinical Experiences

In short, it can be said that professional standards for teachers are characterized by a focus on performance-based accreditation by evaluating the performance of colleges and student teachers and focusing less on inputs and processes, and perhaps this explains why the Commission for the Development of the Teaching Profession and the Commission on Accreditation for Teacher Education in the United States have academically accredited more than 1300 teacher preparation programs in the United States, according to the latest NCATE reports. In 2005, in the last four years alone, it has accredited (100) programs that have already been approved for accreditation, and (100) other programs are in the process of being accredited academically.

In light of this, there is an urgent need to research the mechanism of applying professional standards for teachers in the governorates of Gaza, because it pushes in the direction of the specifications of teachers of the twenty-first century, which are summarized in the following standards:⁷

1) Subject Matter

That the new teacher understands the basic concepts, research tools and environment of the specialization he intends to teach, and is able to design teaching experiences, which help to form meaningful learning experiences for his students, making the specialization material a valuable subject. Where the importance of the teacher's mastery of the cognitive structure of his specialization subject lies in:

- a. Answering students' questions.
- b. Diagnosing their learning difficulties and identifying their misconceptions about the material.
- c. Preparing students for the future by acquiring skills to deal with information.⁸

2) student learning

The teacher should understand how to provide educational opportunities to his students, to help them strengthen their self-orientation and mentality.

3) Diverse Learners

The teacher understands the differences between learners in their learning styles and is able to create learning opportunities appropriate to the differences in their learning styles and take into account the diversity in their cultural backgrounds.

4) Instructional Strategies

To understand and use various teaching strategies that help learners develop critical thinking, problem solving and performance skills. There are many reasons for using teaching and learning strategies, the most important of which are:

- a. Developing multiple emotional aspects such as curiosity, positive attitude towards learning, social values and confidence of both students and teachers.

⁷ Hammod, Linda Darling. *Teacher Quality and Student Achievement: A Review of State Policy Evidence* (Nation Commission on Teaching and Future Americas, 2004).

⁸ Zayed, Nabil. *Personal and Professional Growth of the Teacher*. (Egyptian Renaissance Library, Cairo, 2004).

- b. Developing the skill aspects of both students and teachers.
 - c. Active integration.
- 5) Learning Environment
The teacher should use his understanding of the motivation and behavior of individuals and groups in the formation of a learning environment that encourages positive interaction, encourages active engagement in learning and supports self-motivation for achievement.
 - 6) Communication
The teacher should use his knowledge of verbal and non-verbal communication methods, and modern communication techniques to support inquiry and constructive research, and promote teamwork, cooperation, and supportive interaction
 - 7) Planning Instruction
The teacher should plan and manage the teaching program effectively, based on his knowledge of the scientific material of the specialization, his knowledge of the students, society, the social environment and the objectives of the curriculum.
 - 8) Evaluation
The teacher understands and uses formal and informal assessment strategies to assess pupils' learning and ensure the continuity of their mental, social and group development.
 - 9) Professional development and coaching
The teacher is a practitioner of reflection, reflection and reflection, constantly reviewing and evaluating the effects of his decisions and actions on others
 - 10) Cooperation, professional ethics and relations
The teacher communicates and interacts positively with parents, students' families, schoolmates and members of the local community, with the aim of promoting and supporting students' learning and ensuring the quality of their learning and well-being.

In light of the above, the colleges of education must focus on the consistency of these standards with everything new in the field of educational research, and field studies may reach in the field of the teaching profession, as these standards focus on performance and results to prove the following⁹:

⁹ United Arab Emirates University. *Summary of Teachers' Performance Standards and Levels Plan (2000-2005)*. (UAE University, 2000).

- a. Has the student teacher acquired the knowledge and skills necessary to become a teacher?
- b. Has the college provided sufficient evidence to demonstrate the competencies of its student teachers?
- c. Can a student teacher actually help students learn?

Therefore, the accreditation and professional development committees and bodies have adopted six criteria related to the ability and efficiency of the college to prepare teachers¹⁰:

1. The student's knowledge, skills, values and attitudes.
2. Evaluation system and strengthening the college.
3. Field experiences and therapeutic practices
4. Experiences associated with working with diversity in faculty members.
5. Qualifications, performances and development of faculty members.
6. College management and resource management.

The first and second are related to the performance of the student teacher, while the criteria of (3_6) are related to the ability and efficiency of the college and each criterion consists of:

1. Description of standards in specific and clear language
2. A scale that shows the elements and components of each standard and its level of achievement (unacceptable), (acceptable), (outstanding)
3. A detailed explanation of the components of each scale and what can be done to reach the required level.

It is assumed that the college, which is the academic accreditation of its programs and the development of professional standards for teachers, to rely on the third element, as it contains an accurate description of outstanding performance, which is what the college is working to reach.

Knowing that you should be aware that these standards apply to pre-service and postgraduate teacher preparation programs (without masters), as there are standards for master's and doctoral programs.¹¹

It is also worth noting that all standards are integrated together whether those related to the performance of student teachers and demonstrated by evidence, or those of the college and its relationship with the university and the partnership with the Ministry of Education, and its best practices in the field of

¹⁰ NCATE. *Professional Standards for the Accreditation for schools, college and Departments of Education*. (NCATE, 2002).

¹¹ Ehrenberg, Pamela. *A Roadmap for Meeting the NCATE Preconditions*. (NCATE, 2004).

respect for diversity and difference, and professional development of faculty members. In this paper, the first criteria will be reviewed in some detail, for example, but not limited to.

2. The first criteria: the student's knowledge, skills, values and attitudes

This is done through a three-dimensional scale:

A. *Knowledge of the subject of specialization*

Unacceptable level	Acceptable level	Acceptable level
Teachers have insufficient knowledge and are not suitable for the discipline and are unable to give examples of basic concepts included in professional standards	Student teachers know the scientific specialization and can clarify concepts, as they are described in college-level standards.	Student teachers possess a deep knowledge of the discipline and demonstrate their knowledge through research, investigation, critical analysis and synthesis of the teaching material.

B. *Knowledge of educational content*

Unacceptable level	Acceptable level	Premium Level
Student teachers do not understand the relationship between content and pedagogical knowledge as reflected in professional standards	Student teachers have extensive knowledge of teaching strategies and relate them to the content of the specialization They facilitate students' learning in relation to the course by presenting content in clear and meaningful ways.	Student teachers reflect a deep understanding of educational content knowledge that allows them to provide diverse interpretations and multiple strategies that enable all students to learn. They deliver content in innovative and efficient ways.

C. *Professional and pedagogical skills and knowledge*

Unacceptable level	Acceptable level	Premium Level
Lack of knowledge of the school and parents of the societal context, or their inability to develop learning experiences based on previous knowledge	They can apply their professional skills in facilitating learning taking into account differences in school and family context, and previous experiences.	Students reflect a real understanding of professional and pedagogical knowledge and skills and develop meaningful learning experiences, i.e. they know how students learn and how to make ideas relevant to them, and they relate experiences

Thus, we can say that these standards must be maintained by the colleges of preparation and marketed culturally before starting the process of implementation, as a step on the way to joining the levels of teachers in developed countries.

3. The bottom line

- 1) The application of professional standards for the Palestinian teacher is not a difficult dream to achieve, but the process needs mechanisms that depend on the extent to which this teacher enjoys his rights.
- 2) There are a set of obstacles to the application of professional standards for the Palestinian teacher, the most important of which are:
 - a. Entering the student teacher at the College of Preparation on the basis of mercenarism and not inclinations or desire
 - b. The social view of the application of the teacher's profession.
 - c. The reality of the work binding on the teacher after handing over the job.
 - d. Stereotyping the curricula and activities of the preparatory colleges in most Palestinian universities.
 - e. The weakness of student teachers, and teachers in the fields of scientific research, so that at the graduate level (typical) future studies are not used.

4. Recommendations

Therefore, this study finally recommends some important point, as follows:

- 1) The need to give the teaching profession similar advantages, even more than the advantages enjoyed by other professions such as medicine, law and engineering, so that the demand of excellent elements of students enrolled in colleges of education increases, and so that teachers feel the importance of their job and their value to society.
- 2) The need to adopt a set of modern approaches to the preparation of student teachers, such as: scientific research (action research) or procedural, and the reflective approach (self-evaluation).

- 3) Encouraging teachers to inform, research and study by participating in scientific conferences and seminars and promoting those with higher in-service degrees to motivate them to academic and professional growth.
- 4) Providing the opportunity for self-growth, continuing education, renewing knowledge, and encouraging educational scientific research to solve the problems of education while providing the appropriate climate for the adoption of the scientific method in solving problems.
- 5) Determine the personal, mental, scientific and moral specifications of the teacher so that these specifications take a codified standard when appointing new teachers and evaluating the teacher's performance.

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E. Declaration of Conflicting Interests

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G. References

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*Education is the most
powerful weapon which
you can use to change the
world.*

Nelson Mandela