

## Teacher Effectiveness in The Global Context

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### ABSTRACT

*In the last two decades, policy-makers, teacher education institutions and schools had implemented numerous initiatives in teacher education and development with aims to improve teacher performance. Although a lot of efforts have been made in this aspect, people, if not disappointed, still doubt very much whether the competence and performance of teachers can meet the challenges and needs in the new century. They begin to be aware of the limitations of the traditional paradigms and efforts on improving teacher performance and educational quality in schools.*

### Introduction

In the last two decades, policy-makers, teacher education institutions and schools had implemented numerous initiatives in teacher education and development with aims to improve teacher performance. Although a lot of efforts have been made in this aspect, people, if not disappointed, still doubt very much whether the competence and performance of teachers can meet the challenges and needs in the new century. They begin to be aware of the limitations of the traditional paradigms and efforts on improving teacher performance and educational quality in schools. Total Teacher Effectiveness and Teacher Education The framework of total teacher effectiveness is proposed, as follows:

**Levels of Teacher Effectiveness:** As teachers work as teams or groups may not only use their energy effectively but also create new energy. It is obvious that when teachers act as a whole, they may have a better chance to influence and change the constraints given by the external and internal teaching contexts. Therefore, the consideration of teacher effectiveness should include not only the individual level but also the group and school levels. **Domains of Effectiveness:** The consideration of teacher effectiveness should include the quality of teacher competence and performance in various domains such as the behavioral domain, the affective domain, and the cognitive domain; and that this teacher quality may exert effects on students in various domains accordingly.

**Total Teacher Effectiveness.** Taking the three domains (affective, behavioral, and cognitive domains) and the three levels (individual, group, and school levels) into consideration, the nature and characteristics of teacher effectiveness should be studied at multi-levels and multi-domains. The conceptual framework of total teacher effectiveness for describing the complicated nature of teacher effectiveness is illustrated as shown in **Figure 1**.

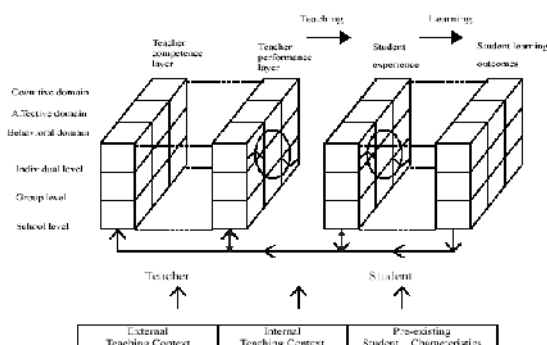


Figure 1: Conceptual Framework of Total Teacher Effectiveness  
(Adapted from Cheng & Tsai, 1995)

The conception of total teacher effectiveness involves two important categories of actors (teachers and students) at three different levels (individual, group, and school). The processes and effects of teaching and learning may happen in the behavior, affective, and cognitive domains of different actors at different levels. Specifically, teacher effectiveness should involve the behavioral, affective, and cognitive performance of all teachers and students at individual, group, and school levels. As shown in Figure 1, it is related to the teaching and learning process involving teacher competence layer, teacher performance layer, student experience layer, and student learning outcome layer. The teacher competence layer is the total behavioral, affective, and cognitive competence of teachers at the individual, group, and school levels. This layer represents the total static quality of teachers. The teacher performance layer is the total performance of teachers in the three domains at the three levels. It represents the total dynamic quality of teachers in teaching process. In general, the quality of teacher performance layer is positively associated with the quality of teacher competence layer. In addition, the relationship between these two layers can be moderated by the influence of external teaching context (e.g. organizational factors,

leadership, and school environment, etc.).

#### Multiple School Functions and Teacher Education

To a great extent, teacher effectiveness and education quality should be intimately linked with the achievement of these school functions. If teachers can help their schools to perform and achieve these school functions, they can be perceived as effective and their quality as high. Therefore the development of teacher education and development programs should aim at enhancing teacher effectiveness to achieve these school functions.

#### Conclusion

The framework of total teacher effectiveness in school expects teachers effectiveness not only at the individual level but also at the group and whole school levels; not only in the behavioral domain but also in the affective and cognitive domain. The multiple models of education quality have different sets of in-

ternal and external criteria for quality that require different sets of teacher competence and knowledge to achieve them and ensure education quality. The pursuit of multiple school functions in the new century such as technical, human, political, cultural and educational functions at different levels demands different teacher roles and performance. All these new conceptions and expectations related to teacher effectiveness inevitably generates new paradigms and implications for teacher educators and policy makers to reconceptualize and redesign the policy and practice of teacher education and development. If teachers are expected to be effective in such a complex and changing environment, the aims, content, process, methodology, as well as the culture of teacher education should be changed towards a new paradigm, particularly there is an urgent need to have globalization, localization and individualization in education for the new century.

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