Study Summary
Activating cooperation between the institutions of the professional development of teacher in the light of some of the experiences contemporary global

A Dissertation submitted in Partial fulfillment of the requirements for the degree of Doctor of philosophy In fundamentals of Education Specialization

Prepared by
Fatma Ahmed Abdel-kawy Kandeel

Supervised by
Assistant Prof. Dr. Murad Saleh Murad
Professor of Fundamentals of Education, Faculty deputy for Education and Students’ affairs Faculty of Education Fayoum University

Prof. Dr. Ne’mat Hafez Haroun
Professor of Fundamentals of Education, Faculty of Education, Fayoum University

2014
Activating Cooperation Between the Institution of the Professional Development of the Teacher in the Light of some Contemporary Global Experiences

Summary

Introduction

The current age is characterized by technological and cognitive change which directs the main job of learning towards developing the ability to cope with the continuous change; hence a teacher undertakes this task. Therefore he has not only to be able to change to cope with this acceleration but leads and directs it as well.

The recent years have witnessed a rise at the world level at the interest in professional development of the teacher as any attempts to develop education depend on the standard of the teacher and his ability to renew his techniques of teaching and his methodologies which are based on what he acquires out of information, skills through continuous training and preparation of suitable conditions for his professional development.

Cooperation between teacher's professional development institutions and schools receives increasing support as one of the powerful strategies which aims at improving and developing education through elevation of the proficiency of the teacher who represents the cornerstone in the educational process.
International expertise has achieved – in this respect- tangible success in developing school work, and the most important of these is the experiment of Sheffield University which has helped institutions of teachers’ preparation to contribute in developing school subjects and improving teachers' practices. In addition to the experiences of learning union in America which achieved the correlation between the system of teacher preparation and his professional development and the system of developing the school and the correlation between school activities and the university and the cooperation between local administration authorities in developing educational strategies and preparing and training teachers. Besides the experiences run by some universities such as Boston University and Cleveland University, as well as French, Japanese and Indonesian projects. Moreover the experiences which used information technology networks which happened in France, Australia, Japan and others.

The issue of preparing the teacher and his training comes first in the interest of Ministry of Education in Egypt through training courses and workshops at specialized centers and inside schools and the innovation of training methods and contents. As well as the expedition of teachers of different specializations to several developed countries to be acquainted with the latest curricula, methods and technology, the participation of teachers in national conferences to develop
curricula (being one of the governing factors) for the success of any effort for instructional and educational development. This necessitates the activation of cooperation between institutions of preparing and developing teachers and benefiting from international experiences which achieved progress in this respect.

**The Problem of the study**

The profession of teaching requires teachers' cognitive progress and development whence continuation of technological and scientific development and acquaintance of the latest educational methods and techniques; ways of scientific research, contribution in solving educational and academic problems and in decision making in addition to openness to society serving it and coping with changing circumstances as well as the ability to diagnose the needs and characteristics of teachers, regarding individual differences and contributing in diagnosing their problems and solving them. This requires conjugation of efforts between the institutions of teacher's professional development through programs where factors of coordination and integration are available.

Therefore the problem of the study can be defined in the following **main question:**

"What are the possible mechanisms to activate the cooperation between the institutions of teacher's professional
Many sub-questions branch as follows:

1. What is meant by teacher's professional development, its aims, its principles, its fields, its strategies and the challenges which face it?
2. What are the important institutions for teacher's professional development?
3. What are the phases of cooperation between the institutions of teacher's professional development?
4. What are the most important attitudes and contemporary global experiences in the cooperation between the institutions of teacher's professional development?
5. What are the mechanisms of activating cooperation between the institutions of teacher's professional development?

The importance of the study:

The importance of the study lies in dealing with an important and vital issue in the educational field which is the activation of cooperation between the institutions of teacher's professional development in the light of some contemporary global experiences.

No nation seeks to occupy an eminent position among other nations unless it gives the educational process great importance through building an aware generation who absorbs
his culture first and then is able to adapt to the facts of modern technology as well. And since the profession of teaching with its different dimensions is of great importance to reach the desired target of the educational process. So all countries in old times and recently gave the profession of teaching great care as it a sacred mission not an ordinary occupation and it is distinguished from other professions. That is because professions prepare individuals to do certain tasks in a certain filed while the teaching profession precedes other profession in forming the characters of those individuals before reaching the age of specialization in any profession. So this made many people describe the teaching profession as the mother of all professions. Hence the success or the failure of this profession is reflected to other professions in the society because the teacher is the tool of change in society through his social and professional roles.

**The study derives its importance from the following considerations:**

- The study deals with developing the teacher professionally which represents the fundamentals of education development.
- The rarity of studies which dealt with cooperation between the institutions of teachers’ professional development.
• What the study may reach through presenting mechanisms to activate the cooperation between the institutions of teachers’ professional development.

Objectives of the study:-

The current study aimed at :-

1-Being acquainted with the phases of actual cooperation between the institutions of teachers’ professional development in the light of some contemporary global experiences.

2-Revealing the obstacles of cooperation between the institutions of teachers’ professional development.

3-Defining the mechanisms of activating cooperation between the institutions of teachers’ professional development.

Study terminology:-

Teacher’s professional development is defined as “Promotion of the standard of the teacher to achieve characteristics and cognitive, personal and professional efficiencies necessary to undertake his responsibilities and participate in reforming and developing education”

The researcher used the professional development of the teacher in the sense of all various programs and efforts which achieve raising the proficiency of the teacher that is reflected on the quality of his performance in the educational work and his school and society interaction.
Study approach and tools:

The nature of the current study imposes following the descriptive approach which includes evaluation and analysis, using some of its tools to collect data about the activation of cooperation between the institutions of teacher's professional development in the light of some global contemporary experiences, carrying out a field study through which a questionnaire was applied upon specialized experts in these institutions.

Field study

Study Delimitations:

The study observes the following limits:

1- The study objective limits are confined to the activation of cooperation between the institutions of teacher's professional development.

2- The field study was applied to a sample of the people who apply the programs and training activities in the institutions of teacher's professional development on central, local and school levels.

3- The study is confined to the local and school levels in Fayoum Governorate.

First : Study tool:

The tool of the study is the form of a questionnaire prepared by the researcher.
The questionnaire included three main axes according to the following:-

**First axis:** the reality of cooperation between the institutions of teacher's professional development and it includes statements 1 : 26.

**Second axis:** The obstacles of cooperation between the institutions of teacher's professional development and it includes statements 27 : 61.

**Third axis:** The mechanisms of activating cooperation between the institutions of teacher's professional development and it includes statements 62 : 89.

The statements were phrased and in front of them three responses:

Agree , Agree to some extent and Do not agree.

**Sample of the study:**

The sample of the study is represented by those who are in charge of programs and training activities in the institutions of teacher professional development in the various levels including Central Administration for Training, Teacher Professional Academy, training administration in education directorates, teacher professional Academy in Governorates, faculties of Education and training Units at school.
Procedures of study:-

The procedures of study are represented in the following:-

- The study tool was applied to the various classes of the sample as (165) copies of the questionnaire were distributed during the period June 1st 2013 to the end of July 2013. The researcher collected (158) copies. All copies were sorted and the incorrect copies were eliminated so the final number reached (153) copies. Responses were corrected by giving three marks for the first response (Agree). Two marks were given for the second response (Agree to some extent). One mark was given to the third response (Do not agree).

- Suitable Statistical methods were used including calculating frequencies and Percentages, K2 test which reveals the differences between the responses of Sample individuals, calculating relative weight for the arrangement of statements according to its importance for each class.

- Extracting results
- Analyzing results

Results of study:-

The study reached the following results:-

First: the individuals of the sample agreed that some cooperation phases are achieved between the institutions of teacher professional development and they are :-
• Central training administration in the Ministry of Education cooperates with Faculties of education in preparing training programs for teachers.
• Faculties of Education hold training courses for training graduates into innovations in the field of teacher preparation.
• The Central training administration helps training departments at education directorates in all governorates to fulfill their tasks.
• The teacher professional Academy offers advanced training programs through effective partnership with universities, Research and training centers, professional developments associations and related civil societies.
• The teacher professional Academy offers training courses for Basic education teachers at Academy Halls or at teachers’ training centers or at some schools.
• The teacher professional Academy offers training courses for secondary school teachers at Faculties of education in cooperation with supervisors of education.
• Training Units at schools carry out the programs prepared by the General administration of training.
• Central training administrations provide education directorates with suggested programs and means of execution in the light of its researches and its general policy.
- There is cooperation between training administrations and universities in assessing future training needs for the teacher.

**Second: Obstacles of cooperation between institutions of teacher’s professional development:-**

- The opinions of sample classes agreed that there were some obstacles which prevent achieving cooperation between institutions of teacher’s professional development.

- The concept of partnership is not clear for those in charge of education administration on the national level and this hinders partnership efforts on the level of education directorates, Local education authorities or on the level of schools.

- Some school managers see that it is not their authority to initiate communicating to make partnership with the university or any other society institution.

- Relative absence of the role of school managers in the process of teachers’ professional development.

- Lack of availability of cooperative activities which enrich dialogue and purposeful discussion and cooperation between teachers, school administration and technical supervisors.

- Lack of encouragement of school environment to spread self learning principle among teachers.
• lack of seeking assistance from specialized professors from the faculties of education to train teachers inside schools.
• The absence of the role of teaching staff at the faculties of education to participate in teachers’ professional development through training courses conducted by general administration for training.
• Some teachers do not have enough time to continue post-graduate studies in addition to the difficulty in conciliation between work time and study time.
• The weakness of the relation and coordination between faculties of education and training authorities.
• The lack of interest of faculties of education to plan for periodical meetings with leaders of education in education directorates and local education authorities.
• The weakness of the role of institutions of civil society in teachers’ professional development.
• Lack of cooperation between training administrations and universities in determining future training needs for the teacher.
• Lack of cooperation between training administrations and universities in preparing training courses for novice teachers to deal with modern technology and e-knowledge sources.
Third: Mechanisms of activating cooperation between institutions of teacher professional development:

- The opinions of sample classes agreed upon some mechanisms by which cooperation can be achieved between institutions of teacher professional development. They are:
  - Cooperation between training administrations and universities in determining future training needs for the teacher.
  - Observing the correlation of training programs and covering actual training needs for teachers.
  - Trying to attract the largest number of teaching staff at universities to work in partnership with schools in professional development of teacher via education directorates.
  - Sending periodicals from Ministry of education or education directorates to Faculties of education to convey some problems and rising issues to schools which need study and research.
  - Cooperation between school subjects supervisors and school managers to reveal the abilities of graduates and how far they fulfill their complete educational responsibilities.
• Establishing a specialized institution on the national level for professional development for teachers where all concerned organizations in this field participate in it.

• Training administrations provide education directorates with its suggestions of programs to develop teachers and means of carrying them out in the light of its researches and general policy.

• Establishing electronic training units where education professors present directive lectures for teachers and show certain illustrative education materials.

• Coordination between central training administration and subordinate education directorates and between universities in preparing, carrying out and evaluating teachers’ training programs.

• Continuous update of the trainers and trainees database and institutions concerned with teachers’ professional development.

• Activation of the role of general syndicate of teachers and subsidiary syndicates to elevate the scientific and professional level of teachers in participation with faculties of education and the national center for educational researches.

• Cooperation between institutions of teacher preparation and institutions of professional development succeeding to the ministry and research centers to make use of their
experiences and available abilities in processes of professional development.

- Activating the role of institutions of civil society in teachers’ professional development in participation with the Ministry of Education, councils of trustees and schools Training Units.
- Cooperation between training administrations and Universities in preparing programs for training novice teachers to deal with modern technology and sources of electronic knowledge.