**TEACHER QUALITY : MANAGEMENT STRATEGIES IN PEPARING PROFESSONAL TEACHERS**

 **FOR FACING GLOBAL CHALLENGES**

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INTRODUCTION

In the 21 st Century, education though out the world is impossible to escape from facing global challenges simply because education in itself contains global fenomenon. What is considered as necessity of today is that a clear undestanding on matters related to the nature of global chllenges impinging upon education especially upon programs related to the preparaton of the quality teachers.The quality teachers, meaning teachers mastering the teacher quality attributes, relate to a number of elements : first, all atributes of qualities which the quality teachers must master; second, quality standards against which the teacher perfomance must be measured; third, the needs of the learners which bcome the focus of the performance of the quality teachers in carrying out the prfessionL tasks; fourth, curriculum by which the the qulity teachers must be prepared; fifth, managment srtageies to ensure that all elements nesessary for the quality teachers are blended perfectly as to be capable of produng the quality teachers; sixth, the environment in which all the quaity elements operate locally, nationally and globally. Understnading the nature of this strategic environments is of great necessity and beomes the departure point to analyse all elements related to the quality teachers and challenges they are facing.

THE NATURE OF GLOBAL CHALLENGES

Global challenges emerge as he result of complex globalization processes occuring in all aspects of life including eduction. GlobaL challenges inpinging upon education including the follwing:

1. Job structure,job content and job requirements are continously changing according to the changing demand in the job markets
2. Advancement of techonlogies penetrating all aspects of life incluidng educaton which have been creating revolution infleuncing the mind set of the people, the way the people think,feel, and do things
3. Foreign languages by which the people ineteract one another on various aspects of life occuring.
4. Innovation in various aspects of life bringing about dynamic changing and creating challenges such as in the world of business and induastries which education must understand and respond
5. Democracy bringing about chaos, complexities, the rise of public media touching the aspiration of the people
6. Transparency driven through the avalability of open access brought about by wide varieities of ICT applications in almost all aspects of life of the poeple
7. The advancement of social media penetrating activites of the public
8. Advancement of internet techneologies and vertual fenomenon with unlimited wide varieties of ICT applications driving more advanced practices in business and industries influencing almost alll spheres of life of the public which education must respond

All above challenges are happening and will contue to happen in the future and seriously impinge upon the way the people think,feel and do things from time to time. Education concerns with the interests of the many and hence, are heavily influenced by these gloabl challenges. These challenges become the dominant elements in the change of needs of the poeple and the needs of the learners considered essential for their future life. Schools must have the capacity to inteprete these challenges into the curriculum. The interpretation of the challenges into the curriculum content and implmenttion become the needs of the schools that must be considered in the preparation programs of the quality teachers.

QUALITY STANDARDS NEEDED TO RESPOND TO GLOBAL CHALLENGES

The quaity teachers are those who have acquired all quality attributes prescribed and determined in the quality standards of teacher education.These standards become the guidelines for preparing the teacher qualitiy needed to equip quality teachers to respond to global challenges. In Indonesia the qualty stantdards of education called National Education Standards ( SNP ) are stated in PP No. 19/2003. On the basis of these Standards Teaher Education Standards are formulated and are stated in Permenkemristek dikti No. 55/2017. In other countries, such as in the US teacher education standards are determined by NCATE, while in Australia the standards are prescribed and determined by AITSL. In many ASEAN countries the standards are stated in various government regulations depending on the national policies of each respective government. The teacher education standards are considered extremely important because the teacher education preparation programs are developed on the basis of these standards. Studies of various countries show that the quality standards generally contain the following elements:

1. Fields of studies the quality teachers have to acquire
2. Pedagogical contents the quality teachers must have and are built in the teachers’ activities in carrying out their professional tasks
3. Values, ethics and morals that the quality teachers must develop in their professional behaviours.
4. Strategic context related to strategic environments where education is operating and interacts in allmost all aspects of learning processes.

In Australia the Teacher education standards are organized into two broad catagories : program standards and professional strandards. The program standards relate to the curriuculun dan the teacher eduction providers involved in the teacher preparation progrms, while the professional stndards relate to all quality attributes that the quality teachers must master. in the US the standards generally cover the field of expertises that the quality teachers mast acquire, the pedagogical elements needed in the process of learning and the professional dispositions relate to values and ethics that the quality teachers must acquire in performing their professional tasks. In many ASEAN countries the quality stanrdards generally relate to subject matter content, pedagogical elements and social and cultutral values that all teachers must acquire in carying out their professional duties. In indonesia national education standards have become the main reference in devloping techer education standards. Consequently teacher education standards do not cover elements like the standards of other cuntries have shown.The national education standards that become the main reference covers 8 major elements, they are competencies in the learning outcome that students must acquire , content of learning, learning prcesses, teachers and other education personnel, educational facilties, management, finance, and educational evaluation.The formulation of teacher education standards is patterned according to the way of thinking employed in determining the national education standards. Hence, such elements as content knowledge, pedagogical content, values, ethics and morality don not appear. This kind of approach is difficult to compare to other teacher educatioan standards of other countries.

 PROGRAMS AND APPROACHES IN PREPARING QUALITY TEACHERS

In general, teacher preparation programs are designed by teacher education institutions mandated for the purpose. The teacher education institutions are usually in the forms of university , schools of education of a university, and college of advanced education. In Indonesia there are three types of teacher eduation insitutitons , first, Universities mandated to prepare teachers and other education specialists including indonesia University of Education, (UPI ); second, college of advanced education ( STKIP ); third, faculty of education attached to a particular university. These teacher education institutions are of public and private . In Korea the teacher education institutions are of two kinds, national university of education and faculty of education. In several ASEAN countries teacher education insititions are of faculty of education attached to a particular university. In Malaysia the instititons are of two kinds; Faculty of education and university of education. In the US these teacher education insititions are of three kinds; school of education, college of education which both are parts of universities; third, The Institute of education a separate teacher education isntitution of tertiary level. All these trends show that teacher preparation programs are undertaken at the tertiary level. The programs are of undergraduate degree of four years. In Australia the programs are of four year of the undergraduate level plus one or two years beyond. Primary chool teachers are prepared in Bachelor of Education degree of four years, while secondary teachers are prepared in bachelor of education degree programs plus one year . Gradutaes of Bchelor degrees of other academic disciplines wishing to enter into teaching profession are rquired to take two years beyond Bachelr degrees which leads to master of teaching to become fully qualified secondary school teachers. In Australa there are at least two pathways to prapre quality teachers: First through intergerated programs that is Bchaleor of education plus one or two years beyond , and second, through bachelor degree of other academic disciplines plus two years beyond to become qualified teachers. In the US most programs are of four undergraduate degrees- consecutive and integrated in nature. In many Asean countries the pograms are of four year undergraduate degrees integrated in nature. In Indonesia teacher preparation progrms are of four years integrated although the regulations explisitely show of four year plus one year professional teacher prepration programs which are consecutive in nature. The regulation and the realities are not matched and becomes contrversial. Academic community in teacher education insititions are convinced that the teacher preparation progrms of one year beyond bachelor degrees of any academic disciplines will not be capable of producing qualified teachers especially in the 21 st century in which quality teachers continusly face global challenges.

Regadless of various pathways undertaken by teacher education institutions, the key issue is the programs should be designed on the basis of teacher education standards determined. It is the standards which determine the approrpriateness of the programs to produce quality teachers. Those programs which do not meet the rquired standards will not be recognized and may be revooked or stopped and are cosidered illegal.

STRATEGIES FOR ENSURING THE QUALITY TEACHERS TO HAVE THE CAPACITY TO FACE GLOBAL CHALLENGES

The quality teachers could only be accomplished through the application of teacher education standards. The quality teachers are assumed to have the capacities to face especially global challenges inpinging upon education. It is for this reason strategies employed for preparing the quality teachers are needed. The strategies are aimed at cccomplishing the maximum degree of efficiency and effectiveness in managing the proses of preparing the quaity teachers.

These management strategies consist of detail designing curriculum whcih meet the required teacher education sstandards ; pathways to be undertken for prearping quality teachers; continous monitoring and evaluation in the implmentation of the curriculum; Undertaking the teaching processes in preapring quality teachers; performance assessment of the prospective teachers; establishing strong ties with cooperating schools and continual teacher professional development to meet the changing challenges.

1. Determine Strong policies to Support Teacher Education Programs

Strong and appropriate instititonal policies are needed to place the teacher education programs of high priorities to respond to the mandate given by the governement. The focus of the policies is upon : first, the allocation of the finanace to support the programs covering all apsects of the teaching learning processes; second, availability of capable faculty members and staff involved in implementing the programs; third, the availability of all resouces needed by the programs to achieve the quality goals expected; fourth, coopertion with cooperating schools where the pofessional field experiences take place; research undertaken to support the academic development of the programs to keep the porgrams conitinously be upadated to face all challenges especially the global challenges. Correct and strong policies determined will be capabe of producing the quality programs and the quality teachers of the future.

1. Designing Curriculum for quality teachers.

The design must incorporate all quality properties determined in the teacher eduation curriculum standards including the phylosophy, the goals and objectives to be accomplished, curirulum structure, content of courses, professional field experiences, and the teaching larning processes. The curriulum design must have the capacity to repsond to the needs of the leanrers and the changing demand for education.

1. Pathways in preparing the quality teachers

Studies of various teacher preparation progrms of many countries show that there is no single pathway undertaken by teacher education providers. It is believed that more flexible pathways are more desireable than only one pathway. In Australia for primry shool teachers the program is of four year of integrated bcherlor of education degree, while for secondary school techers the program is of four years of integrated Bacherlor of education degree plus one year beyond. Graduates coming from various undergaduate programs should take two year programs to prepare them to become qualified secondary school teachers. In the US the teacher prepraration programs are of four year undergardute degree taken both cocurrently and consectively which comply with determined techer education standards. In may Asean cpuntries most teacher education preparation programs are of four year undergraduate degree taken integratively. All of these findings show that teacher prepartion pograms are of at least of four year undergraduate degree level to produce qualified teachers.

1. Continual Montioring and Evaluation of the Curriculum Implementtion

Continual monitoring and evaluation is needed to ensure that the detailed design of teacher educaion curriuclum underken by teacher eduation providers consistantly meet and comply wth the curricuum standards determined. The actvities may be caried out internally by techer education unit specifically designed for the purpose or externally by professional association charged resonsible for the purpose inclduing accreditation agencies. The programs which do not meet the stndards may be revoked, stopped or eliminated totally.

1. Effective teaching learning processes

The teaching learning proesses undetaken by teacher education providers are key to the success of the teacher preparation programs for quality teachers. The key elements covered includ all elements involved in the process of teaching and learning such as the teching staff, the teaching processes of every sessions , the course content, technologies used in the the teaching processes and all educational facilties needed. All of these elements are managed in scuch a way as to produce effetictvie teaching larning processes. The degree of effectiveness of the teaching could be measured through the accomplishment of objectives and the standards applied.

1. Performnce assessment of prospective teachers

Performance assessment should be considered as a part of the total teaching larning processes. Performance assessment is a process of evaluation on all aspects required to be mastered by prosppective teachers to be beome prospective qualified techers. The performance assessment covers all dimensions especially professional field experiences becuase it is in the program the blending processes to become qualified professional teachers occur.The assessment requires a comprehensive instrument designed for the purpose. Only throough this instrument profesional assessment could comprehensively be undertaken to ensure that all quality properties stated in the teaher education standards are met and acquired by the prospective teachers.

1. Establsih Strong Relations with Schools

It is imperative for teacher education providers to have strong partnership with schools because schools are places where the prospective teachers are employed. Schools are primary users of the graduates. Schools exhibit the needs the teacher education providers required in preparing the qualified teachers. Needs of the learners are assumed to have approariately been considered in providing teaching learning processes as to prepare children for facing their futre life. Hence, it is imperative for techers to have all capacities to enter to the teaching profession which should be capable of responding the schools needs and the needs of the learners. All these fenomena could only be put into realitiy if the ties and partenrship between the schools and teacher education providers occur from time to time.

1. Globally minded Approach to Teacher Preparaion Programs

Global challenges continously influence all aspects of schools including the needs of the learners. Global challenges are inseparable from all needs the learners have. Schools of the 21 st century put the global chalellenges as major needs to be considered in the process of teaching learning at schools. Hence, the teacer praperation progams undetaken by teaher education providers cannot escape from these realities in the sense that the teacher preparation programs should consider the global minded approach seriously in the design of the curriculum, in the implementation processes and in the teaching learnng processes for preparing the qualified teachers. The quality teahers must become teachers of the future. The implication of these concept is upon the quality of faculty and staff and upon the management system employed by teacher eduation providers. To ensure all these matters an accreditation system is estabished to evaluate comprehensively the programs , the teacher edcation providers including the quality of faculty and staff, the management operation of the programs, and the performance of prospective teachers in the field.

1. Establish Quality Asseurance System

The purposes of the establishment of quality assurance system is to ensure that teacher preparation programs have all the capacities required to produce qualified teachers and meet all standards determined. The teaher education insitutions mandated to undertake the teacher education prapration programs fully commit and comply with the rquired standards regardless of varous pathways offered. The quality asurance system is also responsible to assess the extent to which the programs designd meet all global challenges being faced by education, including teacher education isntitutions themselves and the teachers they produce.

QUALITY ASSURANCE SYSTEM : ACCREDITATION

Quality assurance is a complex management process to ensure that the quality standards are appropriately met in the sense that the application of the quality standars and the accomplishmen of goals determined could be proven empirically and the impact achieved could be mearued.The assessment of the application of the standards and the accomplishment of the goals determined coud only be undertaken through a comprehensive assessment by applying accreditation processes carried out by an accreditation agency established for the purpose. This agency is mandated legally to carry out the assessment to ensure that the standards are fully met . The aacreditation agency is responsble to perform three basic functions : the program accreditation, the institutional accreditation and the teacher accreditation.

 The institutional accreditation is focused upon the accreditation all institutional aspects which covers the asessment of instititonal mangement, academic matters, resources tilized to support the academic processes, student development, faculty and staff, researches undertaken, publications, innternational cooperation and many other aspects of the institutions based on the total standards determined.

The program accreditation is focused upon the overall assessment of teacher education programs udertaken by teacher education providers in preparing the quality teachers.The assessment is based upon the teacher education standards determined.

The accreditaton of teachers is referred to the comprehensive assessment of teacher performance in the fields to ascertain the evidence and impact of the performance that the teachers have made upon te teaching learning processes and learning outcome based on standards determined . The assessment uses instruments especially developed to assess the implmentation of all elements stated in the teacher education standards. The instrument is used by assessors who are specifically prepared as the assessor of the quality assurance agency.Through this process of the assessment the quality teachers are evaluated on the extent to which that the teachers are well equipped with all capacities required to face the global challenges of the 21 st century. The results of the teacher accreditation become the empirical evidence that the teachers have acquired and mastered all quality properties indicated in the teacher education standards.

CONCLUDING REMARKS

1. In the 21 st century quality teachers continue to play strategic roles in educating younger generation of the future
2. Global challenges as the results of globalization process iimpinging upon education which must be responded by education including schools and teacher education providers
3. The quality teachers are those who have acquired and mastered fully all quality attributes determined by the teacher education standards
4. The quality reachers are prepared through the implementation of teacher education preparation programs undertaken by teacher education instititions legally mandated to undertake the programs
5. The teacher preparation programs cover content knowledge, pedagogical content, professional dispositions, socio cultural values blended perfectly in the bevarious of prospective teachers
6. Only the quality teachers are well equipped to face global challenges
7. Management strategies are needed to ensure that all standards are fully met , the teacher education preparation programs are successfully undertaken by teacher education providers and the quality teachers needed to face global challengees are produced in the most efficient and effectivve ways.

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