

Qualities that Help Excel in Teaching

by Dr Maliha Khatoun

While discussing education we can not lose sight of the central figure of the drama of universe, namely man, who is the source of all ideas and ideals, the devisers of progress and its instruments, the maker of the rich and ingenious structure called civilization.

essential. Decency, mutual help, honesty and social justice are those basic virtues without which no civilization can exist and which make for the basic conformity which gives stability and soundness to social life.

All great thinkers have one thing in common. They are all the critics of their age and its systems of valuation. Their criticism springs from one fundamental root, the concept of man and his destiny. All the achievements of man, whether in the field of art and science or in the sphere of morality and religion have to be measured by the standard which the concept of man provides.

through them, national life. And educator should look to the development of a body, a mind and a character. All men need to make a living not a bare one but the best what conditions allow. All men live in a society.

All men have a character to develop and power of living ill or well; for all these, education must provide, when it is said that the Battle of Waterloo was won on the play fields of Eton, it only implies that educators play an important role in the mental and moral development of students who are the future leaders of the nation. It is not unknown to anyone that the

pupil. The educator as a teacher should link his teaching with the ultimate values of life for effective teaching.

But "what constitutes effective teaching" and "what are the distinguishing characteristics of competent teachers?" — are the recurring questions. No universally acceptable definitive answer can be given to this complex questions. It may be said that teaching is effective to the extent that the teacher acts in ways favourable to the development of basic skills, understanding work habits, desirable attitudes, value judgements and adequate personal adjustment of the

that better teachers tended to be self confident, tolerant, while the poorer teacher tended to be unco-operative, over-critical and socially passive." Some standardized tests or inventories have revealed that personality characteristics have been considered important to teaching success.

It is to be noted that the educator should also have respect for personality of the children and adult students. The educator should believe in freedom and the worth of each growing personality in responsible citizenship. Good educator will treat all other human beings as persons whose purpose requires considerations and whose potentialities deserve encouragement. Educators should be eager to understand all those with whom they are associated — pupils, co-workers and parents. Respect for personality means that the educator must understand adult students as well as children.

To understand adult, students and children, the educator should have to quality of sympathy which is the ability to enter into the lives of other people and to feel for their troubles and difficulties. Sympathy of the educator attracts adults, children and students. The educator should have national behaviour to deal nationally with personal and professional problems.

This implies the importance good intelligence, trained through exercises in the methods of reasonable sound knowledge and skill applying that knowledge to new situation. This needs skill in co-operation. The act of better works and care may be a result of cooperation and collaboration. (The act of creation may also be solitary.)

The work of educator is characteristically carried on in vital social surroundings. It is important that they should be skilled in collaborating with others in thinking, choosing, and acting in sensitive response to a total changing scene. No quality is more essential to excellence in teaching than skill in helping students not only to grow in understanding but also to fit

each new item of learning into an expanding pattern that has rich personal meaning.

The educator should be endowed with the knowledge of his subject matter. No one doubts the importance, in a teacher, of general and specialized knowledge of the sort that is customarily thought of when the term "subject matter" is used. Children are inquisitive about the world. It is essential that children should have expert help in satisfying their interests and inquiries. Well-informed educators are called for at every school level. Scholarly resources are particularly important in the complex and changing times.

Since many of the problems and interest of children do not fall into the usual subject matter categories, teaching excellence will be enhanced by breadth and integration of knowledge.

It is not enough, however, for educators merely to possess an expanding store of personal knowledge, merely to set an adult example for children. The teacher's job is to help children to learn and to promote learning in others. Pupils depend upon the educator, not only for their knowledge but also for their culture. But what is culture? Graham Wallas defines culture as the cumulative creation of man that complex whole which includes knowledge, belief, arts, morals, law custom and any other capabilities and habits acquired by man as a member of a society.

It is regarded as the sum total of man's efforts to adjust himself to his environment and to improve his modes of living. Prof Whitehead tells us that "Culture is activity of thought and receptiveness to beauty and human feeling." The fabric of culture grows and develops as human life, expresses and fulfils itself in a diversity of constituent activities.

A good educator should possess dignity, poise and self assurance. He should also be easily accessible to his pupils. His friendly attitude to children is basic to excellence in teaching. It needs to be supported by understanding and insight respecting human growth and development good judgement regarding the need of children at different stages and readiness for particular kinds of learnings are also necessary.

Expanding Head Teacher Training Programme

UNESCO and the Commonwealth Secretariat have started a joint project aimed at improving the quality of basic education in 19 English-speaking African countries by strengthening the managerial and leadership skills of primary school heads.

The project, expected to culminate in the production of national training guides, is part of a programme of Pan-African activities sponsored by the Commonwealth and UNESCO in Anglophone Africa.

The principles of the project are based on a related programme of co-operation between UNESCO and the Inter-governmental Agency for Cooperation Culturally et Technique (ACCT) under which a primary school management self-training guide for

head teachers was prepared for French-speaking African countries.

The guide, launched in December last year, is aimed at helping head teachers critically review their day-to-day work in line with new trends in the role of schools in society.

"In this new programme with the Commonwealth, we are not simply reproducing the French version, but the nationals themselves will identify areas of need and prepare a guide that can be adapted to their environment," said Andre Lokisso, a programme specialist in UNESCO's Primary Education Section.

He said three sub-regional teams have already been established and are preparing draft guides, with a team each for West Africa, Central and East Africa and Southern Africa.

The draft guides will be discussed, experimented and evaluated at three workshops to be also attended by education administrators who are

not part of the teams. The workshops will be held in Kenya in April, in Kaduna, Nigeria, in June and in Botswana in December.

The teams are expected to regroup and amend the drafts as agreed at the workshops before they are sent to individual countries for national adaptation, with the assistance of UNESCO and the Commonwealth Secretariat.

Since a guide has been produced for French-speaking Africa and others are being prepared for Portuguese and Arabic-speaking countries, Lokisso said an "All Africa Conference" will be held in July 1994 to enable education administrators from all African countries to exchange experiences on the guides. The conference will be followed by a summative evaluation of all activities in 1995.

UNESCO is preparing a head teacher training guide for Portuguese-speaking African countries in cooperation with the Governments of Brazil and Portugal, and the Calouste Gulbenkian Foundation.

A meeting of experts from the Lusophone countries in Africa will be held in Brasilia in July as a follow-up to a meeting of education administrators held in Bordeaux, France, to discuss draft versions of the guide.

Lokisso said the Portuguese Government has agreed to finance the publication of the guide and help finance national projects for the training of head teachers.

Following the launching of the French guide, Francophone African countries have already submitted national projects to UNESCO for external financing.

Lokisso said UNESCO is currently negotiating with ACCT to help finance the national projects, which also include the reproduction and application of adapted versions of the guide.

The duties of head teachers have become complex as educational needs have increased and diversified considerably and it is vital that primary school heads be adequately equipped to deal with the changing situation," said Lokisso.

— UNESCO



Students getting careful vocational training

While discussing education we can not lose sight of the central figure of the drama of universe, namely man, who is the source of all ideas and ideals, the devisers of progress and its instruments, the maker of the rich and ingenious structure called civilization.

The task of education is to restore to the life of the people and the civilization, an ideal, a philosophy of life, a definite aim and purpose to guide, discipline and dominate the lives of individuals and

educator is a "maker of man." Mitzel says, "The task of identifying effective teachers (or effective teaching) is crucial to teacher education."

As Professor TP Nunn remarks "The teacher can no more prevent himself from acting on his pupils by suggestions imitation, sympathy otherwise, than he can make himself invisible as the perambulates the class-room". So it is clear that educator's philosophy of life has an important bearing upon the life of the

pupil.

The personality of the educator may be considered as one of the best factors that influence education of the children. Teaching personality with pleasing voice, good mental and physical health, attract students towards the educator and the students want to satisfy the educator with the best result and good manner. Bar gives the positive findings between personality qualities and teaching success.

In Australia, Kemp found

THE enormous increase in the standard of education among broad areas of the population has also changed the working world in the last 20 years and something that gainfully employed persons must adapt themselves to.

Europe is beginning to open up and speaks many languages. To an extent hitherto unknown, people are being inundated with innovations and information in all sectors — all of which has to be coped with. Increased leisure time means increased personal development and greater societal participation.

The knowledge available to mankind is doubling every five years: what has already been learnt in the past no longer suffices for the whole of one's life. Length of time for training must be reduced in favour of life long learning: further education and training are the key to the future of our society.

The further education of adults, as exists in Germany today, has its roots in the 19th century. The idea of universal education for broad areas of the population and its zenith in the 18th century. The way having been prepared by Humanism and the ideal of freedom of speech and mind, it acquired a political dimension in the Age of Enlightenment.

Education was to enable as many people as possible to make use of their powers of reasoning and common sense to recognize and shape the reality of their lives. It is here that the names of philosophers and writers such as Gottfried Wilhelm Leibniz, Christian Freiherr von Wolff and Gotthold Ephraim Lessing stand to the fore.

From this developed diverse points of departure for community life and culture. Popular education on a wide scale would have not been possible beyond the then traditional educational circles without the increased spread of books among the middle and lower classes, and advertizers and weeklies on numerous topics in the fields of the humanities and natural sciences.

The Age of Enlightenment's educational concept in Germany in the late 18th and early 19th centuries underwent further development as a result of the Classical, Idealist and Romantic movements. Whereas, formerly, reason alone stood to the fore as the element linking all humans in educational concepts, the class-

icists focused on individual intellectual and moral self-formation of personality.

Johann Gottfried von Herder, Johann Heinrich Pestalozzi, Wilhelm von Humboldt, Johann Gottlieb Fichte and Friedrich Daniel Schleiermacher rank among the greatest educationalists of that age. They were convinced that it is everyone's duty to perfect him or herself by means of education.

The formative path has to be a dynamic and lifelong process of self education, something enabling individuals to lead their lives in an independent manner and to help shape the future of society. In this context, popular education as the predominant educational objective embraced

tions; industrial workers, on the other hand, were largely excluded from such vocational training measures in the early stages.

The first residential adult education centres — mainly run by the Churches — were set up in the north of Germany and catered for further education and training in rural areas.

Along the lines of the English model, "popular courses" were run at various universities in Germany and Austria from 1890 onwards. This opening up of higher education institutions for popular science courses in the direction of Volksbildung (education of the people), however, was not universally supported by German universities and, in the final instance, was unable

Numerous governmental and non-governmental bodies founded establishments for the further education of adults: towns and communes, the Churches, higher education institutes, trade unions, workers' organizations and political parties. In each case their educational objectives and programmes varied greatly.

The hopes pinned to the new young democracy, as well as the far — reaching political and ideological differences of the time the economic crisis and oppressive unemployment: these were all directly reflected in the education sector.

With the growing industrialization of the twenties, further education attempted to establish its own position and fenced itself off from the other education sectors.

New, adult-tailored teaching and learning forms with a more relaxed, dialogue approach replaced the traditional lectures.

Early 1933 the National Socialists (Nazis) took over the reins of government in Germany. This spell the end for pluralist further education. Ecclesiastical, political, trade union and other educational facilities were dissolved in the years that followed, or "brought into line" with the Nazi school of thought.

The end of the World War II saw a renaissance of further education. A readiness for personal reorientation was apparent in broad areas of the population: there was a desire to continue interrupted courses and a thirst in general for information in all fields. A large number of education centres resumed their former activity.

Developments in east and west took different courses from 1949 onwards. The Basic Law (Constitution) was adopted for the Federal Republic of Germany — which meant the founding of a democratic state once more. In this process, cultural affairs were allocated for the most part to the Bundeslander.

Nonetheless, there also a need for a federalwide agreement on important framework conditions in respect of education policy. In 1952 the German Cities Assembly approved the "Guidelines for Local Cultural Activity." The German Volkshochschulverband (Adult

Education Association) was established a year later. One by one, the ecclesiastical, trade union and other establishments — all of which had been prohibited in the war — were institutionalized once more.

A report by the German Education Committee, entitled "The Situation and Task of German Adult Education", published in 1960, concerned itself with the image of further education in current society. The majority of the Bundeslander adopted their own statutory basis for the financing of further education.

A turning-point in the development of budding reforms came in 1970 with the publication of the "Structural Plan for the Education System" by the German Education Council. "Weiterbildung" (Further

between the Federal Government and the Lander on the drawing up of a long-term framework plan.

The latter was approved as the "Overall Education Plan of the Federation-Lander Commission" in June 1973. It was concerned with the expansion of an efficient further education and training system on public responsibility.

The constantly changing framework conditions for economic, financial and employment policy in the 1970s and 1980s exerted a far-reaching influence on education policy.

In 1984, the Federal Government approved the "Report on the Safeguarding of the Future Opportunities of Youth in Training and Occupation" which contained a new overall educational con-

at the time prompted the Federal Minister of Education and Science to launch a Konzentrierte Aktion Weiterbildung (concerted action in respect of further education and training) which was to get representatives of the social partners, the Federal Government, the Lander and the leading local associations to sit round one table.

The point of departure was acknowledgment of the fact that Weiterbildung could only be developed into an equal part of the education system, supplementing the traditional sectors of school, vocational training and higher education, through a major joint effort on the part of the state, industry and commerce and all social forces.

Developments followed a

Pantarhei—everything is in motion : this is how the Ancient Greeks described social change. Today, we are fully aware of the changes going on in all sectors of private and public life which, with the approaching new millenium in view, are making new demands on all of us.

youth, domestic, family, vocational and political education — all this against the background of the alienation tendencies arising from industrialization.

The new socio-political concepts were also taken up in literature: the right of all citizens to free development of personality and to be taught the precepts of political and civil liberty are, for instance, the subject of Schiller's letters to the Duke of Augustenbergr, and of Goethe's Bildungsroman "Wilhelm Meister".

This development helped prepare the ground in the early 19th century for a educated society in which science and culture could blossom and be accessible to all.

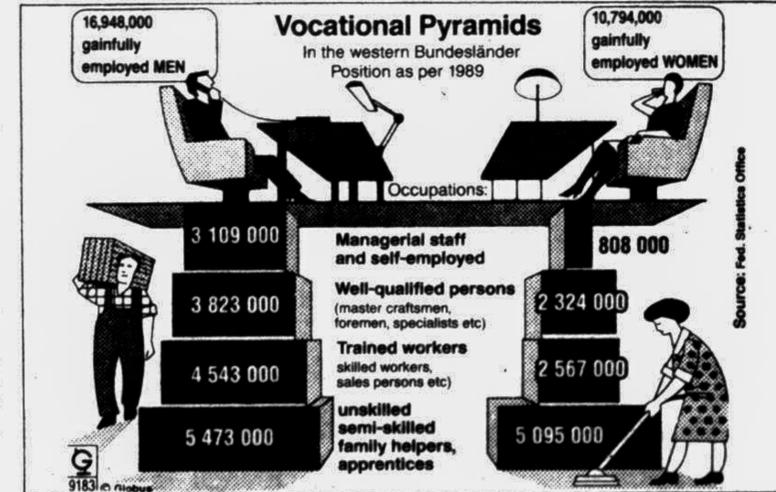
A large number of people's education clubs and societies sprang up and proved to be highly popular; there was over 8,000 of them up to World War I. Museums, theatres and libraries flourished and discovered their educational mandate, particularly vis-a-vis the lower, financially weaker classes.

Essential basic knowledge was taught in craftsmen's and tradesmen's education associa-

to take root. It is only in recent times, from 1976 onwards, that the Federal Framework Act for Higher Education and the higher education laws of the Bundeslander (constituent states) have reminded universities of this commitment once more; further education studies and other events, as well as informing the public about the fulfillment of these commitments, became statutorily obligatory for the first time.

Further education experienced a marked upswing after World War I. For the first time, state responsibility for further training was made manifest in the Constitution of the German Reich (Weimar Constitution) in 1919. Here, it states: "The Volkshilfswesen (people's education system), including the Volkshochschulen (adult education centres) shall be promoted by the Reich i.e. government, the Lander and the Gemeinden (local authorities)."

The Prussian Ministry of Science, Art and People's Education set up its own special department for Volksbildung.



education) was established as an independent, fourth pillar of the education system in the Federal Republic of Germany and defined as the programmatic, generic term for "Erwachsenenbildung" (Adult Education) and "berufliche Fortbildung und Umschulung" (Vocational Training and Retraining) — which had been strictly separated hitherto.

On this systematic basis, there followed in the same year the Federal Government's Bildungsbericht 1970 (1970 Education and Training Report) and the conclusion of an administrative agreement

cept. Accordingly, unlike earlier years, planning and structural measures were abandoned.

This re-orientation is set out in concrete terms in the "Theses on Further Education and Training" published by the Federal Minister of Education and Science in 1985.

In these theses great importance is attached to personal responsibility of participation, plurality and openness of programmes and competition among the responsible bodies as regulative principles. The boom experienced by further education and training

very different course in the German Democratic Republic (DDR) which was likewise established in 1949. Under the SED (German Socialist Unity Party), all education institutions were given a politico-educational mandate.

The former local Volkshochschulen, the bodies responsible for general, voluntary education, were converted in large numbers into state-controlled factory further education facilities for the Arbeiter und Bauern (Workers and Peasants).

The delegation of Werktaetige (workers) to

further education and training projects was decided by the plants themselves. With the setting up of works academies in 1960, the further education and training programmes were extended in a graduated pattern — ranging from courses for semi-skilled and skilled workers, master craftsmen, technicians and qualified engineers into the academic sector.

Technically, the whole of the works education and training system was under the central control of the responsible ministry (State Secretariat for Vocational Training).

At Kreis (administrative district) and Bezirk (administrative area) level, there was constant coordination with relevant further education and training organizations.

The introduction of new systematics in the skilled professions in 1970, and master-craftsmen's trades in 1973, necessitated a wide-scale qualification adjustment — supplemented by ideological education. From 1976 onwards, the objective was constant "commitment and object-related further education and training of Werktaetige".

This was designed to enhance work performance. Unproductive sectors were increasingly reduced in the combines and the workers trained in modern techniques and processes. What must be borne in mind, though, is the fact that there was ample opportunity for employees to count their experience gained in social activities towards the time spent on further training — which relativizes the significance of the specialized qualifications acquired.

The further training of managerial staff in economics took place at SED state-party institutions.

Shortly before German reunification, the Volkskammer, the GDR parliament, decided to incorporate the Federal Republic's Vocational Training Act and the Handicrafts Regulation Act into its own legislation — thus installing the West German system of further education and training.

This step reached its completion after German unification on 3 October 1990 — when the new Bundeslander, invested with their own powers, came into being.

The future lies in a high standard of education and training, and the readiness of the people to constantly undergo further training. (IN Press)