The Study of the Development of Educator Profiles for use in Schools, Departments, and Organisations who's Primary Focus is on the Education of Future Teachers

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Abstract:- **The education system will undergo radical change during the next decade. There will be a lot of people leaving and a lot of new people coming in, mostly because of retirements caused by people becoming older. New professional standards are being established to address the difficulties of the information society, and with that comes stricter criteria and higher expectations for educators. "The challenge is to avoid generational self-renewal," says Mayer. "The challenge is to be unconstrained by old or re-worked notions of what it means to be an Australian teacher."**

The MCEETYA Teacher Quality and Educational Leadership Taskforce (TQELT) commissioned a study of the teaching workforce in March 2003 to prepare for these changes and to help address the challenge, focusing on teachers in their first ten years of employment in public, Catholic, or independent schools.

Keywords:- Educator Profile, Future Teacher, Teacher Education.

I. INTRODUCTION

Educational institutions play a crucial role by giving students an opportunity to go from a place of ignorance to one of understanding. Teachers are crucial to this transition since they make up the bulk of the institution's staff. The teacher is the single most influential part of any school's curriculum, as stated in Quality Concerns in Secondary Teacher Education by the National Council for Teacher Education (NCTE). Educators bear the brunt of the responsibility for successfully implementing the educational process at every stage. This underscores the necessity to spend resources on the education of teachers in order to assure a bright future for a country. The value of qualified teachers to a country's educational system cannot be overstated. The National Curriculum Framework from 2005 mandates that educators at all levels, from preservice to veteran, handle the challenges and opportunities presented by the framework **(Abdul, 2000).**

It is common knowledge that educators have a major impact on the academic growth and achievement of their students. In the words of the National Council for Teacher Education, "teacher education" is "a programme of education, research, and training of persons to teach at all levels, from pre-primary through higher." Teacher education programmes are essential because they provide future educators with the knowledge and tools, they'll need to successfully navigate the problems they'll inevitably confront in the classroom **(Avhad, 2018).**

II. BACKGROUND OF THE STUDY:

The current crop of teacher education programmes has to be more flexible in order to meet the evolving needs of today's classrooms. It is essential that teachers have the abilities required to perform both responsibilities: "an encouraging, supportive, and humane facilitator in teaching learning situations who enables learners (students) to discover their talents, realise their physical and intellectual potentials to the fullest, and develop character and desirable social and human values to function as responsible citizens;" as well as "an active member of the group of persons who consciously make effort to contribute towards the common good."

These assumptions show that the educator is embedded in a system whose dynamics and challenges affect her work. Educators must pay close attention and be sensitive to the social contexts of education, as well as the many differences in learner backgrounds, macronational contexts, and global contexts, if they are to succeed in achieving the goals of fairness, parity, social justice, and excellence.

Consider learning as a process of making sense out of one's own experiences; Learn the processes involved in learning, the many ways in which learning environments can be crafted, and the wide range of student learning styles; Understand children in the contexts of society, culture, and politics. **(Bhattacharya, 2016).**

III. PROBLEM STATEMENT:

"Teacher education and teacher educators faced great challenges because the focus of the teacher's profession is no longer on mediating knowledge but facilitating skills required in 21st-century workplaces. Without those required skills, planning on preparing new teachers will rely on guesswork and paradigms less relevant to new and quality teachers in the first half of the twenty-first century."

Curriculum developers in Malaysia should take into account both the current and future state of education in the country while designing programmes for aspiring educators. Excellent educators are the driving force behind rising academic success, the development of relevant and effective curricula, and the preparation of students to succeed in a wide range of local and global settings. Without a doubt, the guarantee of any educational plan should be the enhancement of these crucial characteristics inside the educational system. This study analyses what makes a great educator and offers strategies for developing such qualities in the classroom (Chou, 2006).

IV. RESEARCH OBJECTIVE

- To find out Organisation regulates quality in primary teacher education.
- To evaluate the purpose of teaching teacher education in primary level.
- To understand Organisation is responsible for teacher education.
- To determine one of the following institutions provides in-service education for college teachers.

V. LITERATURE REVIEW

Much like in other countries, teacher education in Australia has undergone significant structural and organisational as well as content-related changes during the last two to three decades. With a few notable exceptions (most notably, recent college graduates with a background in a trade), a bachelor's degree is now often necessary for entry into the teaching profession. Preparation to teach has come a long way from the days when it was akin to an apprenticeship in the profession, with a sprinkling of fairly theoretical knowledge and a light dressing of general or liberal education.

In particular, the introduction of the B.Ed degree led to a dramatic improvement in the academic component of initial teacher education, new patterns of practical experience, and altered relationships with employers. There have been shifts in the training offered to recent college grads, with new 18-month and 2-year courses that often involve internships. New organisational structures and decision-making processes, brought about by registration bodies' obligations, have opened up doors for productive cooperation between educational institutions, businesses, and government (Dixon, 2013).

The results of these adjustments have not always been optimal. Many business leaders and school superintendents have lamented the decline in communication with higher education institutions. Many respondents felt that the traditional apprenticeship model should be reinstated, albeit they did not want the university connection severed. Rather than thinking that a single, skilled professional - "the teacher" - can or should do it all, there is a strong argument for re-evaluating the role of the teacher and adopting personnel policies that pull together a variety of knowledge

and experience. Such a shift would very probably affect how we train new teachers (Dagens, 2012).

VI. METHODOLOGY

The study used a qualitative research technique since understanding the teachers' viewpoints was more important than testing hypotheses. In qualitative research, the aim is to "understand the meaning individuals have formed," or the way people interpret and make sense of their surroundings and their experiences. Meaningful explanations for social happenings are the purpose of qualitative research. In this research, a content analysis approach was used to examine the textual data. Content analysis facilitates the discovery, analysis, and reporting of data topics. This allows for a more thorough explanation and organisation of the data by the researcher. Counting the frequency of an individual word, phrase, or topic is the main emphasis of conventional content analysis. This form of analysis works effectively with documents like newspaper articles or replies to open-ended queries. Once the data collection phase was over, the next steps were to conduct content analysis and coding. The research used a survey method based on open-ended questions to collect textual data. Part one and part two made up the inquiry form. At first, we wanted to know the participants' ages, levels of seniority, and other basic demographic details. Part two included two questions for which you had to provide an open-ended answer. Data acquired in qualitative investigations may be more easily analysed with the use of software. In addition to the time-honored method of using pen and paper, researchers now have access to apps such as Atlasti, Nvivo, Ethnography, and MaxQD, which allow them to do qualitative analysis on even the biggest datasets.
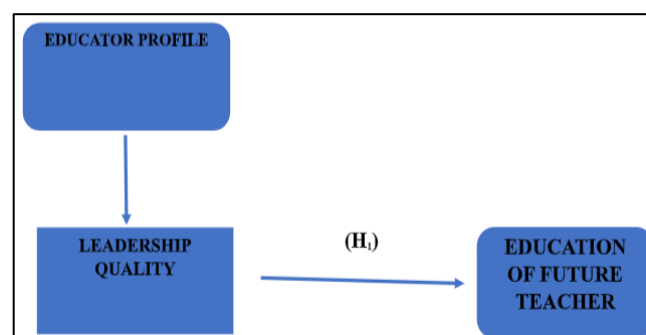

Fig 1 Theoretical Framework

VII. RESULT

Each of the 76 educational institutions that were selected by the researchers was picked at random. The next step that I took was to phone the schools, where I informed the teachers about the objectives of the research and questioned whether or not their respective institutions fulfilled the conditions of the study. There were a total of 76 teachers, and 32 of them met the standards for the study. However, four of them chose not to take part because they did not have enough time. We had a total of 28 teachers sign up to participate in the study because of this reason. The researchers went to the schools at the times that were

planned by both the researchers and the administration. Researchers had a discussion about the objectives and procedures of the research at the first consultation. After that, the teachers were given forms that had open-ended questions, and they were requested to make a response that was as comprehensive as they could be. Within a week's time, teachers were kindly requested to complete the documentation that was given to them. Before departing from the school, the researchers made arrangements with the teacher to return and collect the surveys at a certain time. The findings of the study revealed that the age range of the teachers at schools that took part in the survey was between 32 and 44 years old. The typical participant has been working in the field of education for eleven years, and all of them have contributed to the field of administration for at least three of those years.

The participants came up with a total of 195 different approaches to solving the problems that were being discussed now. It should come as no surprise that problems stemming from the physical structure of schools are the most common cause of stress for school administrators. Three two percent of respondents (n=62) hold the view that the absence of suitable educational facilities is a significant problem. The second difficulty that administrators must contend with is the school community, which includes the kids, the instructors, the parents, and the assistant teacher. Twenty-eight percent, or 54 people, of the participants' responses came from people who were part of the larger community that the school serves. Last but not least, problems with school policies came in at number three on the list of perceived challenges. The number of replies that were connected to this matter was twenty-two percent (n=43). Despite the fact that issues concerning money obtained the least number of replies, those concerning administration garnered the greatest (12%, the total number of respondents was 24). With regard to this topic, twelve out of one hundred participants, or six percent, had nothing to say. Sometimes the most difficult challenges with school facilities are faced by administrators who lack expertise. It is also the case that problems in this area have a chilling impact on the capacity of teachers to successfully carry out their administrative responsibilities.

VIII. CONCLUSION

China's education system has seen substantial changes since the late 1970s, when the nation began its process of engaging with the global world. The changes may be ascribed to the impact of market-oriented economic reforms and several other advancements. The process of integrating with the global economy has led to a greater focus on the importance of education in the domestic economy. Moreover, this integration has also triggered an increase in the educational demands and prerequisites of the population. The Chinese government chose to decentralise its educational policy and implement marketization of educational services for practical reasons connected to budgetary constraints and the pursuit of economic progress. As a result, the state has given up its exclusive control over education, allowing non-state social institutions to become involved.

LIMITATIONS

The bedrock of quantitative techniques is the use of mathematical models, equations, and other mathematical expressions, all of which rely on assumptions. Consequently, people should not take them at face value. The consequences of disregarding this warning can be catastrophic. Due to the potential need for specialised assistance, quantitative methods may result in higher costs. Because of the significant implementation costs, even the largest companies only apply quantitative methodologies in a restricted number of instances. It is fairly uncommon for managers to rely on their subjective views and past experiences when making decisions, rather than hard data. Incomplete data, unclear definitions, poor sample selection, incorrect methodology, inappropriate comparisons, and poor presentation are all potential issues with quantitative methods. Due to their obliviousness to intangible and immeasurable human qualities, quantitative methods are ill-suited to the analysis of qualitative phenomena. Intangibles like a manager's enthusiasm, attitude, and competence are ignored by the methods. However, by assigning monetary amounts to hypothetical assertions, the strategies might be implemented indirectly. One way to find out how smart a manager is is to give them a score that takes all those factors into consideration.

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