

Development And Training Of The Educational Leader - The Teacher –

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Abstract:

Teachers are considered important educational and social leaders within educational institutions. They serve as a role model for acquiring and learning various values, standards, and attitudes inside the classroom, providing organization, guidance, and direction to the learners. The teacher reflects cognitive, intellectual, and social responsibilities as an effective and significant leader within the educational system, being the primary responsible figure to students' families, who entrust them with shaping and educating their children.

In order to achieve the educational and learning goals that benefit the individual, family, and society, it is essential to prioritize the teacher's pedagogical development and training. This involves effectively applying the theoretical knowledge acquired through practical field experiences to ensure a functional performance based on educational, social, and instructional leadership. By doing so, the teacher can contribute to the realization of educational objectives that serve the individual, the family, and the community.

Keywords: teacher, educational leader, social leader, pedagogical training, school.

Introduction:

The role of a teacher is pivotal in the success of the educational process at school and the achievement of its desired goals. Teachers play an active role in the interactions within the classroom, serving as a conduit for ideas and knowledge. They also nurture individual and collective personalities within the school, functioning as both a social and educational leader. Teachers act

as carriers of culture across generations, imparting various values, orientations, and standards unique to the social norms of the school community. They also act as democratic mediators within the community.

A teacher's success in leadership influences the behavior of their students, necessitating the enhancement of their position among them. This can be achieved through their effectiveness in teaching, management, and organization, as well as their ability to interact with various educational facilities. Additionally, teachers must strike a balance between the academic curriculum, the students' mental capabilities, and individual differences among learners. They should also carefully select educational materials that facilitate the learning process and align with the learners' preferences and physical well-being. Furthermore, teachers' verbal and non-verbal conduct should be considered as they serve as leaders and role models to their students.

To achieve these objectives, it is crucial to focus on the positive and effective development and training of teachers, enabling them to realize the educational objectives of the educational system. This can be accomplished by practically and applicably activating the theoretical knowledge they have acquired, as theoretical knowledge alone is insufficient. Practical experimentation is necessary to implement the methods and approaches learned through the theoretical program.

It is essential for teachers to consider the classroom as a social group bound by social relationships. The educational process is inherently social, relying on communication and social interaction between teachers and students to modify or adjust behavioral patterns. Therefore, teachers should receive social preparation in addition to pedagogical and psychological preparation, enabling them to fulfill their social roles completely. This social preparation focuses on developing the social aspect of their knowledge, skills, and experiences, particularly in line with the modern view of teachers as facilitators and social leaders of student social groups.

First: Pedagogical Preparation

The education process is a stage through which the curriculum and its objectives, knowledge and activities are translated into a realistic and tangible behavior for students. This is achieved through lesson planning, implementation, and evaluation. These are integrated and interconnected processes that cannot be dispensed with. In addition, the use of educational resources and teaching methods cannot be ignored or neglected. These activities fall within the pedagogical aspect of the educational process ⁽¹⁾.

The professional development of teachers in the pedagogical aspect is not limited to theoretical knowledge alone, but practical experimentation is essential. The methods and approaches learned through theoretical programs are used when delivering lessons in specialized subjects to different groups of students. Therefore, applying the acquired theoretical knowledge in its appropriate practical context is crucial ⁽²⁾.

To effectively prepare for the educational process and promote student learning, teachers must possess a comprehensive pedagogical competence which elements can be summarized as follows⁽³⁾:

1- Understanding educational theories:

A teacher cannot fully understand the educational process without first comprehending education itself. Education is a complex and multifaceted process, and teaching is just one of its many components. By studying the principles of education, teachers come to understand that their role is not simply to transmit information and knowledge, but to be educators first and foremost.

2- Studying and understanding psychology:

One of the key factors that determines a teacher's success is their understanding of the conditions and motivations of student learning. Teachers must study and understand the personalities of their students and their developmental stages in terms of biological, cognitive, psychological, and social aspects. Psychology plays a significant role in the preparation of teachers and represents an important element of their pedagogical disposition in preparing them for the practice of education. This enables them to comprehend and understand behavioral patterns and motivations of students, allowing them to justify their behaviors within the classroom. It also helps them determine necessary means of reinforcement and punishment, enabling them to facilitate the learning process with fairness and equality.

3- Understanding the education process and its rules:

The prerequisites for a teacher's success in their profession include a comprehensive understanding of the educational process, its stages, responsibilities, and influential factors. In order to effectively navigate the educational process, teachers must have a meticulous understanding of the intricacies involved in lesson preparation, curriculum design, content selection, teaching methodologies, and the appropriate types of activities conducive to facilitating the processes of teaching and learning. They must

demonstrate a thorough analysis of their subject matter, exhibiting a strong capacity to comprehend and proficiently employ diverse teaching approaches suitable for each specific subject and topic. Moreover, teachers should demonstrate attentiveness to students' capacities and psychological preparedness when selecting appropriate instructional resources. By demonstrating mastery of these elements, teachers can foster a conducive educational environment and facilitate the attainment of optimal outcomes in both teaching and learning endeavors.

4- The Adoption of Modern Teaching Methods:

Educators must comprehend and understand the application of modern teaching methods. The need to enhance teaching methodologies that align with the social environment of learners and stimulate their creative spirit, drawing from the tangible social reality and the material world, is a pedagogical necessity.

5- Understanding the various modern assessment methods and Their Effective Implementation:

Assessment is the final stage of the teaching process, and it is essential for teachers to be familiar with the requirements and modern tools of assessment that accurately measure the emergent changes in learners' behaviors.

6- The teacher's understanding and integration of the principles and values upon which the educational system is founded:

The educational system is a reflection of the cultural values, social policy, developmental philosophy, economic and political conditions, religious beliefs, and prevailing ideological principles of the society in which it is embedded. The teacher is the implementer of the curriculum, whose overarching goals are derived from the general objectives of the societal educational system as a whole.

7- The teacher's understanding and adherence to educational administrative principles:

Every society has a set of principles and laws that govern the education sector. A successful teacher acquires a set of professional ethics that guide their conduct and contribute to their success in the teaching process and professional development. This is achieved through their knowledge of the necessary relationships to establish with colleagues and educational administration, and their respect for these relationships by

familiarizing themselves with the laws governing the teacher's profession. By performing their duties with a sense of responsibility, professional conscience, and broad professional culture, the teacher achieves success in their work.

8- Teachers' Understanding and Performance of Their Role in Conducting Educational Research:

The role of the teacher is not limited to the act of teaching. Teachers are also researchers and innovators. They conduct educational research to understand the challenges that impede their work and hinder the success of the educational process. The field of education is constantly evolving, with new knowledge and theories emerging all the time. It is therefore incumbent upon teachers to stay up-to-date with the latest developments and actively implement them in their practice.

Second: Social Preparation

The classroom is a social group that establishes social relationships among its members. These relationships form the basis for organized and purposeful social interaction. The aims of the educational process are aligned with both the educational objectives and the collective aspirations of the group. Education is a social process that is founded upon social communication between the teacher and students. This communication has the goal of modifying or adjusting their behavioral patterns. Therefore, it is essential for the teacher to receive social preparation in addition to pedagogical and psychological preparation. This social preparation will enable them to fulfill their social roles effectively. It focuses on the development of the teacher's social knowledge, skills, and experiences. This is particularly important in light of the modern educational perspective, which conceptualizes the teacher as a facilitator and social leader within student social groups.

The teacher's social background includes the following elements⁽⁴⁾:

1- Teachers' Understanding of Social Reality and Culture:

Teachers are social pioneers who transmit the civilization and culture of society to future generations through the educational upbringing process. They actively link theoretical lessons with social reality.

2- Teachers' Understanding of Education process as a Social Interaction:

The relationships that students form with their teachers, both inside and outside the classroom, have a significant impact on their behavior and future relationships with diverse individuals.

3- Teacher Leadership: Understanding and Conditions for Success:

The role of the teacher is to lead the classroom and guide its members towards achieving common goals through the ability to make wise decisions in various educational contexts.

4- Teachers' Understanding and consideration of students' Individual Differences:

Students come from different social environments, and it is the responsibility of the teacher to consider these differences in their growth and social development. The teacher should create a classroom environment that is characterized by fairness, trust, respect, empathy, and care, and provide opportunities for students to learn and practice social and behavioral skills.

5- Teachers' Understanding of Their Role in Guiding and Mentoring Students:

Teachers foster students' emotional, cognitive, and social growth to help them adapt socially and psychologically to the classroom community and the school environment.

6- Teachers as Moral Role Models:

The teacher represents a role model and an exemplary figure, embodying the highest qualities and characteristics in their personality for their students. The importance of their ethical and social character is evident in influencing the students' personalities and their learning process.

7- Understanding the Importance of Establishing Close Relationships with Students' Families:

The teacher's role cannot be effectively fulfilled without collaboration with students' families. By establishing close relationships with them, teachers gain valuable insights into students' backgrounds, experiences, strengths, and challenges. This information can be used to create a more personalized learning experience for each student and to better support their overall development.

8- The Importance of Collaboration with Colleagues:

Collaboration with colleagues is essential for teachers to benefit from one another's expertise and knowledge. By sharing their experiences and insights, teachers can learn new teaching methods, gain a deeper understanding of student learning, and develop strategies for addressing classroom challenges.

According to Mansouri Abdelhak, the human and social preparation of a teacher can enable them to develop interpersonal skills that facilitate their ability to build a connection with students and establish positive relationships. These skills can assist teachers in managing discussions and utilizing them effectively in a way that serves the educational process and achieves its goals. Additionally, these skills can support teachers in the field when dealing with the differences among individuals within the classroom⁽⁵⁾.

Third: The importance of training in Algerian schools

To achieve the desired and genuine interaction within the school, and to enhance educational relationships, performance, and quality, it is essential to emphasize the development of teachers and provide them with adequate training. It is absurd to observe in the educational and school reality the direct appointment of teachers to their positions without undergoing the prerequisite training provided by higher teacher training institutions and professional training centers. What does an educator offer to education when we know nothing about their cognitive abilities and moral qualities? Therefore, we observe the waste of potential, poor outcomes, and a multitude of behavioral problems within the school environment.

The preparation and development of teachers, including their competencies, leadership skills, and understanding of the challenges of the profession, are essential and necessary. This includes both initial training and in service training throughout their careers.

1- Initial training:

The teacher training process includes training in institutes, higher education institutions, and universities. According to Mohammed Bazi, training provides future educators with the following benefits⁽⁶⁾:

- Deepen their knowledge of the subjects they will teach, as well as educational methods and curricula.
- Receive practical training that is beneficial, particularly in terms of the psychological and interactive aspects of

teaching, to gain close awareness of the real problems they will face upon graduation.

- Understand their legal and administrative status, as well as their rights and responsibilities.
- Acquire diverse knowledge in educational sciences and educational psychology.
- Identify personal weaknesses and work on improving them.
- Gain important skills and experiences related to classroom management and document handling.
- Develop a sense of the importance of their mission and responsibilities.
- Understand the functioning and system of educational institutions.
- Explore modern information resources and technological capabilities and their educational applications.
- Understand the nature of relationships with students, administration, colleagues, school boards, and social partners.
- Receive training in the preparation and utilization of educational documents.
- Learn research methodology and project preparation.

Teachers play a central role in the educational system. The quality of education and the level of training depend on their competence, professional integrity, pedagogical qualifications, and ethical standards. Educational reforms have emphasized the training and improvement of pedagogical and administrative practitioners, with a focus on enhancing their competencies. This is achieved by addressing their pedagogical skills and ethical standards, with the goal of elevating their professional performance and contributing to the overall improvement of the educational system, and that's by focusing on⁽⁷⁾:

- Enhance the initial teacher training system to align with international standards in this regard.
- Implement a new in-service training system specifically tailored for teachers working in primary and middle education stages.

- Provide continuous training for all stakeholders to effectively contribute to the educational system reform process.
- Rehabilitate distinguished teachers in secondary education.
- The Ministry of National Education should have control over various types of training programs. The first type, which was in place until the 1990s, involved initial training conducted in technological institutes for two years for primary education teachers and one year for elementary school teachers.
- Provide training for secondary education teachers at higher teacher training institutions.

The guiding principles for this training are represented by the following elements:

A. On the organizational level:

Educator training is a specialized and high-quality field that is committed to meeting the required standards at all levels. It is specifically designed for individuals who have completed their education beyond the secondary level, and it should not be initiated without ensuring the necessary conditions for its success. Initial educator training takes place in specialized institutions with extensive experience in this field.

B. At the content level:

Providing trainees with:

- A strong and comprehensive general knowledge, achieved through mastery of oral and written expression in the language of instruction. This includes knowledge of the arts, humanities, sciences, and social sciences.
- General cultural training for primary school teachers. This includes knowledge of the history, culture, and literature of the country where the training is taking place.
- Dual-value or specialized training for middle school teachers. This includes knowledge of the subjects that middle school students typically study, as well as knowledge of how to teach these subjects effectively.
- Specialized training for secondary school teachers. This includes knowledge of the subjects that secondary school

students typically study, as well as knowledge of how to teach these subjects effectively.

- Training that promotes personal openness and development. This includes training in self-awareness, communication, and interpersonal skills.
- Comprehensive theoretical and practical training. This includes training in the theory and practice of teaching, as well as training in the use of educational technology.

Initial training also develops foundational knowledge in the following areas: the content of educational materials, the curriculum and available teaching resources, student characteristics, general pedagogical practices, and the overall educational context.

Middle school teacher training is conducted through a selective process among high school graduates who are successful in the competition. They undergo specialized training at higher teacher training schools for a duration of four years at the university level ⁽⁸⁾.

Primary teacher training programs strive to achieve the values outlined in educational goals, while also developing foundational knowledge in the following areas⁽⁹⁾:

- The content of educational materials,
- The overall educational environment,
- Teaching methods and didactic tools,
- Learner characteristics,
- General pedagogical practices.

These programs aim to equip aspiring teachers with the knowledge and skills necessary to effectively navigate the educational landscape and create a conducive learning environment for their students.

2- In-service training:

In-service training is a necessary process to ensure that teachers and educators are up-to-date with the latest educational developments. It aims to achieve the following objectives⁽¹⁰⁾:

- Enhancing and improving the academic knowledge of teachers and educators.
- Improving their professional qualifications.
- Enhancing their scientific and pedagogical competencies.

- Familiarizing them with modern information and communication technologies.
- Providing training in educational legislation and professional ethics.

The Ministry of National Education aims, through its legislation on in-service training strategy, to improve the qualifications of in-service teachers to reach the same level of competency targeted at the end of the current initial training program. This level of competency was defined by the educational reform for baccalaureate holders followed by four years of training for middle school teachers ⁽¹¹⁾.

What can be said about The Algerian school system is not simply a matter of training, as highlighted by researcher GhayathBoufeldja. It has undergone various stages and has made significant achievements in terms of infrastructure, the number of teachers, supervisors, inspectors, support tools, and educational resources. These are considerable achievements that have resulted from substantial efforts, despite the economic and security crises that the country has faced. However, there is a consensus that the education system faces several problems and deficiencies. These include low student performance, high rates of failure and dropout, failure to achieve set objectives, and the inability to meet society's needs for various professional skills. These factors require reforms and remedial actions, as is the case in countries worldwide ⁽¹²⁾.

Teacher training is the process of developing teachers' professional competence in the field of education. It is essential for the practice of the teaching profession, as it provides a dynamic exchange of knowledge between theories and their applications. Teacher training acts as a bridge between training centers and educational institutions, and it provides a fertile ground for linking theoretical frameworks with actual implementation and practical preparation of teachers. This enables teachers to fulfill their professional duties ⁽¹³⁾.

In the present time, teachers are expected to be conscious, distinguished, and leadership-oriented professionals who are grounded in a comprehensive understanding of educational goals, activities, and challenges. It is imperative for teachers to actively engage and integrate themselves within the depth of the educational process, while continuously developing their competencies during their service. This necessitates

establishing a link between training and development, and the changes that affect the field of education.

The development and training of teachers extend beyond acquiring new experiences, skills, and behavioral changes. It also encompasses the acquisition of the ability to effectively employ modern tools and methodologies through practical application. Therefore, training and professional development serve both the individual and the role they take on. The importance of training is reflected in the following aspects⁽¹⁴⁾:

- Improving productivity and efficiency through behavior change.
- Fostering a positive sense of belonging between individuals and their work.
- Contributing to workforce planning processes.
- Increasing trainees' self-confidence, thereby promoting positive interaction with colleagues.
- Elevating the skills and capabilities of all professionals in the field of education.

The Algerian training process relies on two integrated types of training: initial training and in-service training. Given the importance of training in the success of the educational process, the issue of preparing educators should be addressed with the utmost seriousness, leaving no room for impromptu solutions, approximate planning, or neglect. Today, our educational system faces criticisms related to its training aspects, which must be dealt with⁽¹⁵⁾.

Conclusion:

Effective teaching relies on positive engagement among all stakeholders involved in the educational process. Success in the teaching process is dependent on several factors, including the presence of a competent and effective teacher with distinguished educational qualifications and personal characteristics. Such a teacher utilizes these qualities in the classroom to impart diverse knowledge and experiences to learners. Additionally, the teacher works on disciplining and refining their behavior, expanding their concepts and perceptions, and developing their thinking skills and mental abilities through interactive classroom engagement.

The interaction between teachers and learners forms the fundamental pillar in the educational setting. It leads to the achievement of the lesson's specific educational objectives and

enables learners to acquire cultural, social, and ethical patterns. The teacher's management of interactions within the classroom and the regulation of the behavior of the learners is essential for the success of the teaching process and the realization of educational goals. The teacher carries a mission and is a partner with families in education, representing a leader and role model for students and the community in general.

A successful teacher is held in high esteem, respected, and trusted by society. The efficacy of the teaching profession is only achieved through the teacher's proficiency and dedication to their responsibilities which demand continuous work, distinctive skills, and moral uprightness.

Furthermore, the provision of a psychological and social climate in the classroom is dependent on the teacher's behavior. Their ability to lead and manage the class is crucial. The teacher's behavior is mainly influenced by the discipline and engagement of the students, which, in turn, influences their behaviors both inside and outside the classroom. The more capable the teacher is in leading and managing the class, the more positively they influence the discipline and engagement of the students. This enables them to fulfill their educational, pedagogical, and administrative duties with confidence, efficiency, and skill.

Conversely, if the desired classroom discipline is not achieved, chaos may prevail in the classroom, impeding the attainment of educational objectives. Therefore, the primary purpose of discipline is to enforce order by monitoring student behavior that may disrupt the learning and teaching process.

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