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IMPROVING THE TRAINING PROGRAM AND ITS INFLUENCE ON TEACHER FUNCTIONING

***Hujeirat MALIK*[1]**

Abstract

When teachers go to study, they take into account several dimensions, like enrichment, pay rise, duty, importance and enjoyment, etc. Some teachers refer to advanced studies as an opportunity to enrich the educational and pedagogical toolbox and others perceive the system as a burden. Improving the training program in general will lead to an improvement in the teachers' attitude toward the advanced training, and thus they will benefit more, and it will be reflected in improving their functioning as teachers. Such improvement requires systemic change, and requires joint action by all the factors including schools, local authorities, teachers' unions and the Ministry of Education. Such joint work will ensure that the teacher's conditions are improved and it will provide him with supportive environment and economic support, since the training requires teachers to spend a lot of time beyond their work days and additional expenses beyond travel expenses.

Keywords: training programs, teacher functioning, professionalization dimensions, enrichment, duty, importance.

Introduction

The CEO circular of the Ministry of Education, 2007 (3), clearly emphasizes that the various courses are the way to the professional development of teaching staff in order to improve the quality of education in educational institutions during their period of employment. During their professional development, teachers generally encounter many difficulties in different didactic-methodological areas, and also in adaptations to the school system, disciplinary problems, teachers expressing a sense of burden and discomfort as a result of these difficulties (Sagi & Regev, 2002; Alian, 2008; Tam, 2007; Flores, 2001). Despite the difficulties, a teacher must still get training and get over the problems he is facing because teaching process requires constant professionalization, because professional trai-

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ning is undoubtedly a very important part of the teacher's professionalization process (Friedman, 1998; Burke *et al.*, 1987; Schatz-Oppenheimer, 2008).

The professional course contributes greatly to the teacher especially in the specific discipline, especially if this training suits his professional development and the relevant discipline (CEO Circular No. 3 (b), 2006). According to previous researches, there is a strong connection between teachers' perception of professional training contribution and teachers' perception of teaching as a profession (Mofet Institute, 2008). According to Tam (2007), Professionalization slows down the process of attrition to which the teacher is exposed, and in addition it increases his self-image, thus professionalizing will ensure the teacher the ability to survive in the specific profession and help him to perceive his work environment as more supportive and more open.

It will improve the teaching methods and will be more efficient to students' achievement. Researche's emphasize the importance of continuing learning for professionalism, Perkins *et al.* (1994) in his book Smart School talks about the interest in using the knowledge acquired in the advanced training to understand the world and act accordingly. Continuous learning in teachers' centers is perceived as a process of unending growth (Amichai, 1999). The training teachers in their positive attitude towards the training program will be perceived as change agents and will understand the importance of this function, which is expressed in skills acquisition of implementing the knowledge they have acquired in order to improve the achievements of their students (Avalos, 2001). Avdor (2008) shows the importance of the institutionalization and positioning of teaching and the importance of continuous development in order to ensure this.

The scientific and research consensus on the importance of the ongoing learning process as leverage and empowerment to improve teachers' performance and raise his students' achievements has not yet provided clear answers to how to ensure this, because the reality in which teachers' work is more complex. Teachers note that they believe in the importance of continuing training on the one hand, but on the other hand, their behavior in training itself does not consistent with this belief. This is expressed in a non-serious attitude towards continuing training, and in many cases their participation will be to mark attendance, and the tasks will be performed loosely. Being a vice principal, in a comprehensive school that comes into daily contact with the subject of advanced training and the training teachers led me to build a systemic program that offers an improvement in all the training programs in order to address all the disadvantages and problems encountered by teachers. The proposals on the way to improvement are the result of consultations and discussions with professionals and personal experience that includes research work on the training issue and the connection with the teachers' professional identity (Gee, 2001).

The four dimensions that cause teachers to train

The training program offers teachers training in various fields: (1) Professionalism; (2) Teaching methods; (3) Value-based educational issues; (4) Development of position holders; (5) Personal Development; (6) Enrichment and general education.

Enrichment - Some of the teachers are training for enrichment and professionalization. This part is usually characterized by unique characteristics as seriousness, consistency, and desire to learn and progress, desire to be updated and to be part of the leading staff in school. These teachers are far from being worn out because year after year they bring their profession to the top and bring their students each time to a new challenge and a better achievement. These teachers tend to compete for key roles in school as coordinators, guides or any other role, and school principals usually feel comfortable with these teachers because their common goal is not only their own but also the school's success as well.

Pay rise - Most training teachers take this component very seriously, since each course gives them a certain percentage of their salary. There are those who claim that the compensation currently offered in the framework of the agreements between the teachers' organizations and the government ministries is insufficient, and yet the teachers are still making the most effort to maximize their salaries. This component is sometimes a negative factor for some of the teachers, especially the new ones, who hurry to get training at any opportunity and not according to professional need, but according to the upcoming, close and comfortable course. This behavior will be reflected in a negative attitude in the entire training program because their goal is to mark presence without considering the training subjects.

Duty - Some of the teachers say that they train because the Ministry of Education requires it, and then the prevailing feeling is that the course is a burden and a compulsory obligation. This perception is very negative because the teacher will come to study without any sense of belonging and will look for every opportunity to shorten it. He will perform the task lightly and contemptuously. These teachers will not benefit from the training except the reward accrual.

Importance and pleasure - Some teachers refer to training as an important opportunity to both learning and enjoyment, especially because it takes the teacher out of the daily routine, providing him with a comfortable atmosphere and a different, relaxed and challenging environment.

On the way to improvement

This sub-chapter will deal with operative proposals and actions to improve the teachers' perception of the training program in a better and more professional manner. This perception will improve the teachers' quality of teaching and will raise both the level of students and the school level.

- At the beginning of the study year a questionnaire is distributed to all the teachers to examine: (a) Their reservations about the proposed training program, and the reasons for this; (b) Identifying all the negative factors the teachers feel about the training program; (c) Ranking the negative factors in a table. This will give an opportunity to look for solutions accordingly.

- The proposed training program should be varied in order to respond to the professional and educational levels. The courses should ensure that the training teacher's toolbox is enriched. This will ensure a positive attitude towards the training, so that teachers will not feel burdened or obligation.

- At the time of planning the course, unique social characteristics of the training teachers will be identified, the characteristics of their students will also be identified, and it is important to distinguish between the age groups, because the needs are different. For example, elementary school teachers will train separately from junior school teachers and of course from high school teachers of the high schools. This identification will help build unique training course for the group and thereby ensuring maximum efficiency.

- It is very important to integrate innovation and technology in the training program. This combination will enrich the training teacher that in the present age feels the need to use technological tools in transferring the teaching materials in lessons. The great need for innovation will speak more effectively to today's students who are connected to advanced smart technology.

- It is important that the course planners clearly define a way that will ensure continuity of professionalization by clarifying the professional development outline for consistent, effective and continuous behavior (Zellermayer, 2008).

- Selecting the lecturers must be in a very controlled manner. In addition, choosing the course should be done in deep thinking in order to find the most appropriate course to refrain from arbitrary courses chosen by the constraints of time and place. Choosing the right lecturer and training will greatly improve the general attitude, especially of the professional teacher, towards the course.

- It is better to build the training program on the basis of workshops in which the teachers will be expressed by teamwork, in production of educational material, and will find an enriching opportunity that will bring them back to their school more educated.

- The school administration will emphasize the importance of the training and ask the teachers to present to the school staff subjects that may raise the overall level of school. This supportive style will make any training teacher feel responsible, and of course it will be a window of opportunity to diversify and hear other teachers on other subjects, and then the general concept of the training program will get new dimension of seriousness, follow-up and content. This will create a positive sense of constructive competition among the teachers, and any training teacher will bring to the plenum something interesting that he believes will contribute greatly to the school is success.

- A teacher who takes part in a training program will commit to his colleagues to benefit from the information and knowledge he has from the course, discuss with them the issues that arise in the course, creating a learning and supportive team, the team together with the teacher will draw conclusions and formulate ideas that aim to raise the school's level.

- Those responsible for the advanced studies will ensure that the teachers feel comfortable and comfortable, while learning in an air-conditioned and quiet place that will provide a sense of relaxation away from the school noise. The classrooms will be equipped with all the technology needed to ensure an efficient and enjoyable learning process. The environment is very important, especially if the teachers are coming to the course after a tired work day, so it is important to give it a high value in building the training programs.

- The groups of training teachers will be small and intimate in order to create a close bond between its members and strengthen their sense of friendship and belonging to the group.

- The lecturer will be fully responsible for creating a team, and to enhance the sense of belonging to the group. A teacher who feels a sense of belonging and cohesion will come to meetings with a strong desire to the meetings because he knows that he is an integral part of the group and his commitment will be very high.

Conclusion

Those who are responsible for the professional training program must build it at a professional level, so that the teacher's quality will be greatly improved. Since they are aware of the connection between the professional training of the teacher and his professional identity, his pride and quality as a teacher.

The program must be built in a planned manner that takes into consideration the pedagogical need and the provision of tools in the teaching disciplines, based on technological innovation, which will facilitate the teacher's work in class and make his work more effective and his performance more impressive. The new program will ensure that the teacher receives tools beyond being a teacher in a specific discipline. From now on, the teacher will acquire tools to deal with diverse educational activities, conversation with students, social activities, trips, parent meetings and any event the school may offer.

The teacher will learn to work with school officials, the counselor, the coordinator etc. Therefore, the goals of each course will be professional development that will help the teacher at the personal level in the short term as well as in the long term with regard to the dimensions of the teacher's personality, and everything related to his professional identity and performance as a professional teacher in his class.

The new system of school training, aimed to improve the quality of the teacher's teaching, will lead in the long run to improve student achievement and improve the school status, the principal and the staff. The impressive results of the school's students are a good result for the parents, the local authority and the ministry of education.

Therefore, the professional training system should be a joint project of the three parties involved: school, the local authority and the ministry of education, and therefore the funding will be divided to all. In addition, the ministry of education must consider a refund to the participating teachers, and must compensate them beyond the usual pay and relative reward for the success of their students (the percentage of those passing the matriculation exams each year). Getting two benefit points will increase the teacher's salary and lead to satisfaction with his status as a teacher, thereby increasing his motivation to work professionally with the students and develop professionally and improve.

The training program is a complex system whose goal is to improve teaching quality and the teacher's quality. This system is deficient in many aspects, both material and rational. Therefore, many efforts are needed to implement the proposed program in the body of the work, in order to improve the overall level of the training teacher. At the end, he goes back to his school, to his colleagues and students while his goal is to help everyone be better and more successful.

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