How is it possible to improve professional features of teachers?

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Abstract

The current research is done with the participation of 7 teachers in the academic year 2012-13 entitled "Techniques for improving professional qualification of teachers". The main question is why teachers do not use new methods of teaching and lesson plans and why teachers are not interested is using teaching aids and self — evaluation. Therefore, the purpose of doing this research is improvement of teachers' professional features. The method of research is descriptive based on scientific documents and library research. The data are gathered via observance, interview, document Survey, book study, and other resources. The methods used to solve the problem included holding teacher council meetings, holding in — service education, colleagues visiting from school classes in the region, school master visiting classes, inviting educational groups of the region to visit the classes, and using teacher abilities in educational activities. Briefly, the results indicated that the teachers were interested in the activities such as high participation of teachers in educational and training activities of school improving ,many professional skills of teachers like using lesson plan and curriculum, self — evaluation, using new methods of teaching, and paying much attention to the emotional feeling of Students.

Keywords: Teacher professional features, new methods of teaching, partnership leadership, Self — evaluation

Introduction

Education system is the foundation of all vital activities and the foundation of the social structure based on the ideals of the ideal society. According to Rezaei, "education system should be capable of using the facilities to lead society manpower towards goals of the plan teachers are the most important component of this system that handle the education enterprise (as cited in Salehi-Pour, 2011). Ivan Pavlov (936-1984), argued that behavior change is crucial to the advancement of scientific principles. Kuban (1924-1986) found that most researchers attributed the failure of technological innovation to the inability of teachers in modifying their teaching method in order to maximize the potential of these innovations (Technology, April 75-76). Karimi (1996), in an article entitled "The mission of teacher knowledge transfer or disposition" says: "the situations in which teachers are trained needs to be changed exactly. In a way that teachers are trainers and not the only specialists who are the carriers of predetermined curriculum content. Ghasemi (1983) in an article titled "teaching and characteristics of the teaching profession" has asserted that without awareness of science of psychology, sociology, teaching methods, learning principles, evaluation methods, lesson plans, use of visual aids teachers can not perform their task properly the current era. School teachers are the greatest and most comprehensive segment in building schools. And perhaps there are hidden talents out there. Finding these talents is one of the essential issues of the school (Salehi-Pour, 2011). In this study we have tried to pay special attention to teachers' professional attributes and skills and improving their professional work environment.

Statement of problem

The researcher is working as a manager of one of educational complexes of Khodabandeh district. The complex includes four elementary schools, two middle schools from four neighboring village, which is situated in distance of 38 km from Khoda-

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bandeh. All classes are held in the morning. Schools buildings are old and some of the classes are not suitable for the holding of classes. The situation of laboratory utensil and aids is suitable and all schools have computers to do the paperwork and there is a computer classroom to be used in the class. To improve the performance of teachers in this project, seven colleague teachers have taken part and other partners are not considered. Early in academic year it was found that students' educational status was not so good. Teachers do not perform in a standard fashion in education. Some of the teachers did not have any syllabus and were not using aids. There were not signs of taking part in school affairs or co-operation with each other. They were complaining about the number of base classes, the amount and type of work undertaken by students, and working relationship with parents. No vitality or dynamism of teachers and classrooms, were observed. So this situation became the fundamental basis of my research that was devoted to fulfilling the goals of education, students, teachers and improving teachers' professional skills.

Importance of the study

Connoisseurs see teachers as the starting point of any changes in information, education, skills training, and believe that they can change the educational environment with their skills, information and the training they have received during their education and change the educational organizations into places full of love, kindness, and development and make the class atmosphere into a delightful and joyful place. They can also use the proper ways to transfer cultural elements to students with using appropriate methods of training, providing the background to the development of their personalities. Hence, any investment in training and supplying teachers need is useful and most valuable investment (Vakilian, 2010). Thus the need for the project in reducing the problem was essential because unless the teachers' professional traits are not known one can not expect significant progress in achieving the goals of education.

The objective of study

In this study, it is tried to study the strategies that are effective in improving teachers' professional qualities and the impact of each of the identified characteristics on teachers' skills.

Materials and Methods

The research method in is descriptive, based on library research and use of scientific documents with rely on personal experience of colleagues and practical aspects of its practical aspect was tested in the author's work environment.

Data collection

To find information to say with confidence that the status quo is related to teachers' qualifications, some criteria, on the whole, including teachers' professional characteristics using observation, interview, studying documents, and studying books and the available resources were set and studies. Table 1 shows these characteristics.

Data analysis

The most important work that is done in practice education is to teach and instruct (Taghipour Zaheer, 2010). Some consider teaching an easy job. But the reality is that teaching is a difficult job. In addition to having literacy and essential skills a teacher should have to the art of outlining and designing as well. After gathering information based on visits, interviews and surveys conducted and documents reviewed, the possible causes whose change would lead to reduce or solve the problem were identified. These factors are as follows:

Lack of scientific basis and practical lesson plans and programs , teachers are not familiar with modern methods of teaching , lack of efficient use of educational aids , lack of efficient use of class in time, neglecting to students' physical and mental readiness, multi- core classes, multi- core inappropriate organized classes , the teachers' unfamiliarity with how to manage and teach classes, inexperienced teachers, lack of attention to students' participation in classroom activities , neglect of teamwork, Table (2) summarizes the preliminary findings resulting from the analysis of data collected in the current situation and the desired situation. The finding will be as a guide showing the exact destination.

Suggested solutions

After investigating the problem, to obtain scientific executive solutions, I polled the experts. The results showed that, in order to improve professional skills teachers need strategies to form a cohesive and organized framework in the form of a program to be implemented. Project schedule is presented in Table 3.

Table 1. Status of criteria and indicators of teachers' professional skills

Criteria	Indicators
Having a lesson plan	Most started teachers had no plans to start
Efficient use of educational aids	During the observation it was found that a small number of partners use aids. It was brought to me during the observations.
Time management in a multi-based classes	In interviews, teachers were complaining about lack of time in the classroom and that the classes were in a way that teachers spend much time to create order and silence in the class.
Students participation in class	Students are not involved in classroom activities.
Grouping students	Most activities and assignments were provided on an individual basis.
Level of teacher skills in motivating	They were not good In attracting students attention
Teachers' familiarity with use of computers	Little attention was given to the use of computers in the classroom. And in checked interviews it was revealed that they did not take part in any of the seven IT courses
Teacher expression and movement in class	Some of the teachers did not have proper expressions or movements
Timely punishment and reward students	They were not using timely punishment and reward students
Reasonable treatment with the student	Sometimes teachers did not have proper treatment with the students and parents referring to school because of that was telling enough
Improper relation with parents	Some of the teachers did not have proper relation with parents
Knowing and applying new methods of teaching	In the observations it was found that teachers were using just traditional methods (lecturing) and they sais that they have no information about it
Correct assessment	Teachers do not know correct assessment
Taking part in in-service classes	In interview with the 2 teachers of primary stage it was found that none of them have taken part in classes
Degree of familiarity with qualitative-descriptive assessment	None of them had taken part in qualitative- descriptive assessment classes
Degree of attention to students' mental and physical state	Sometimes when students did not have mental and physical readiness to learn teachers did not pay any attention to that.
Attention to students' knowledge and understanding	In the observations it was found that teachers do not pay so much attention to what students know and what they can learn.
Improving students' creativity	Basis for creativity was not done.
Having discipline in work	Some of the teachers did not have discipline.
Teachers' self-assessment	Teachers did not pay attention to self-assessment.
Presenting experience to others	Some teachers were not guiding each other

Optimal action and how to implement it

To achieve the research objectives, the following measures in an organized fashioned in the form of an executable program «Empowering Teachers» were carried out.

Holding teachers' council meetings

Teachers' councils that are also anticipated in the school regulations are of the major components of in-service training and education of school. The most valuable part of the teacher is teaching it. Kimbel Vails while giving great importance to the Teachers Council believes that the Council education should be run as a workshop (Mirkamaly, 2000). Accordingly, teachers' Council meeting holds monthly with the participation of all teachers and they ran their meetings themselves in turn.

Table 2. Comparison of existing conditions with desired condition

Existing conditions	Desired condition
Teachers did not have a syllabus	Teachers have annual and daily syllabus and teach through them
Teaching aids are not used properly	Teaching aids are used properly
In multi based classes time is not managed properly and teachers suffer from lack of time	In multi based classes time is managed properly and there is not the problem of lack of time
Students are not involved in class activities	Students are involved in class activities
No attention is paid to team work and students' being in group	Attention is paid to team work and student are willing to work in group
Teachers' ability in creating motivation of learning in students is not good	Teachers have the ability to create motivation of learning in students
Teachers do have the ability to use computers and school computers are useless	Teachers have the ability to use computers and school computers are used to make learning easier
Teacher expression and movement in class is not proper	Teacher expression and movement in class is proper
Timely punishment and reward of students do not take place	Timely punishment and reward of students take place
In some cases reasonable treatment with the student does not exist	Teachers' reasonable treatment with the student is quite teaching
Relationship with parents is not good	Relationship with parents is good and instructive
Teachers do not Know or apply new methods of teaching	Teachers Know and apply new methods of teaching and use different method
Correct assessment (at the start, ongoing and final) is not proper	In assessing students correct assessment at the start, ongoing and final are proper
Teachers are not willing to Take part in in-service classes	Teachers are willing to Take part in in-service classes
Teachers' degree of familiarity with qualitative-descriptive assessment is not enough and they have problems in giving feedback	Teachers are familiar with qualitative- descriptive assessment
Creativity of the students was not considered	Teachers pay attention to students' creativity
There is not much discipline in teachers' work	Discipline is the starting point of teachers
Teachers pay no attention to self assessment	Teachers assess themselves continuously
Teachers do not share their experience	Exchanging thoughts and experience is very important

Holding in-service training programs

Changes in science and technology in the world today is so fast that some people believe that everyone's knowledge is efficient for up to five years. Reconstruction and modernization of information of teachers is an important task of management training (Mirkamaly, 2000). Compassionate teachers are aware that the requisite of successful training is constant training and the wish to flourish and develop needs ongoing studying and research Vakilian, 2000). So, one of the main strategies for improving professional skills is holding in-service courses. Therefore encouraging teachers to attend in-service training programs was a good move.

Teachers visiting the work of other teachers of the districts

Visiting and observing other teachers' activities in order to use them to organize classes, setting curriculum, improving teaching methods and their comparison with their own expertise in dealing with the problems that could result in increased knowledge and experiences, and improvement in their teaching situation. Using these techniques teachers will tend to improve the quality of their teaching methods more than before. Therefore the program for teachers to visit the adjacent schools classes was set with their proposal.

Table 3. Project plan

Action	Procedure	Runtime
Teacher council meeting	Holding teacher council meeting and managing by the teachers	From the beginning to the end of the school year
Holding in-service classes	Holding in-service classes and inviting abled professors	First six months of the school year
Observing the region classes	Observing the region classes of neighboring villages and using the experience of experienced teachers	First six months of the school year
Observing the classes by manager	Observing the classes by manager and assessing their work	From the beginning to the end of the school year
Invite local departments	Invite local departments for observing classes	January and April
Holding workshops by teachers	Teaching new methods of teaching by inviting professors and the teachers themselves	From the beginning to the end of the school year
Associates are encouraged to participate in seminars and workshops	Creating context and incentive to participate in workshops and competitions that are held on behalf of the department	From the beginning to the end of the school year
Using the abilities of teachers in school activities	Implementing activities, on the base of interests and abilities of teacher at school	From the beginning to the end of the school year
Organizing recreational camps for teachers	Camp and field trip to boost morale joy	From the beginning to the end of the school year
Smart Classroom Building	Building the context of teacher knowledge and quality education	First three months of the school year
Appreciating Teachers	Giving appreciation and respect tablets to teachers	February and April
Lab contest	Lab contest between students with innovations in laboratory and doing experiments approaches	February
Meeting for parents visiting teachers	Holding meetings with teachers and parents to provide guidance to parents and students about education ...	From the beginning to the end of the school year

Table 4. Status levels for each teachers' professional skills during the school year

Teacher's name	October	November	December	January	February	March	April	May
Ms.L-B	60	60	70	79	80	80	80	85
Ms. R-Y	55	59	73	80	83	93	90	90
Mr. J-A	55	60	72	82	80	85	88	88
Ms. M-Sh	65	65	75	85	90	85	90	90
Ms. L-N	45	50	54	70	70	75	75	75
Ms. A-M	65	65	70	83	85	85	85	85
Ms. L-M	55	60	65	80	85	85	85	55

Visiting classrooms by admin

Surveillance is one of the important functions of school administrators. Using supervision and instructional leadership properly is very effective in achieving the objectives. For a guiding and corrective supervision the followings were done. The

observation time was set with the teachers' agreement, observation form of the classes was designed in the Teachers Council with all teachers' agreement, observation forms were being filled with co-operation of teachers, intended issues were being analyzed and the needed guidance was being given.

Inviting local school groups to visit classrooms

Improving the quality of education in schools is one of the goals of educational group of the region and in doing so has the responsibility of guiding teachers in how to improve the education. So for observing the classes, assessing the performance of teachers and solving their problems on educational matters educational groups were invited.

Holding educational workshops

One of the ways through which teachers can be encouraged to increase their qualifications is holding educational workshops. Therefore, experts were invited to speak to teachers on new contents, methods and ideas. Qualitative-descriptive evaluation workshop, research in action workshops, and lesson research workshops were held.

Appreciating teachers with the presence of education authorities

The amount of the efforts and activities of each individual in an organization depends on his incentive amount. Incentives are known as the reasons of behaviors. They cause activate the person and give direction to his behavior (Alageh Band, 2009). One of the major reasons of incentive is giving suitable reward to the person. So, one of the major ways to create incentive is giving suitable reward. To reply to a sense of importance and success and development and dignity and respect for teachers, appreciation tablet were demanded and were awarded in the meeting of Teachers in presence of Honorable Head of Education.

Encouraging the associates to participate in seminars and workshops

In general, holding workshops and conferences takes place to enable the staff. One of the main strategies to enhance teachers' professional characteristics was encouraging them to participate in the seminars and workshops. After taking part in the seminars and workshops, a short description of them was presented to the colleagues that were a motivation to take part in theses events.

Using the capabilities of teachers in school and extra-curricular activities

For unlocking the talents and realizing their needs people need various educational activities. The main objective of all educational activities is to provide the best opportunities for acquiring the essential skills for continuation of development and perfection, and enjoying a joyful and healthy life. Though extra curricular activities do not have a special place in formal education, they are essential in social development of people and creating a sense of responsibility and cooperation with each other (Vakilian, 2010). Therefore, one of the best ways to create a sense of cooperation and responsibility was teachers' taking part in extra curricular activities. In so doing, institution activities were being carried out by considering teachers' skills and abilities and their cooperation.

Holding recreational camps

Psychologically speaking, cooperation with others creates the basis for achieving one of the teachers' needs which is dependence on group. Human in every part of his development likes being dependant and having relation to a group. According to this teachers like to be counted as a member of a group and respected. If this need is not eliminated, causes the teacher to suffer from undermined personality and anxiety (Vakilian, 2010). Encouraging teachers to participate in various activities in school and encourage them to cooperate and share effort and responsibility, play a significant role in the psychological need of teachers to belong to a group. Teachers' interest in being with each other out of school to create a friendly and warm relationship caused holding recreational camps.

Smart 11-Making the Classroom

In smart schools, computers have impacts in teaching and evaluating the curriculum changes somewhat. In these schools, students can connect to other schools kids, teachers and the world literature. So, to generate knowledge and update teachers' knowledge, smart classrooms could be effective. Therefore with the voluntary participation of people was one of the classes of Educational Complex was made smart.

Holding lab contest

Teachers' proper use of educational aids facilitates the learning process since it makes learned material concrete, consolidates the sustainable materials in the minds of students and encourages students

to learn more. Thus, a lab competition between students with guidance of teachers with an innovation and experimentation approach in the use of instruments was held.

Teacher's evaluation of their own job

Teachers participating in the evaluation leads to further his development. Because when the teacher is responsible for judgment about how to teach, and assumes his own activity as undesirable the responsibility to improve education is on him (Vakilian, 2010). Therefore, self-evaluation is one of the most important strategies to improve teachers' professional competence. Self assessment forms are designed with the consent of the teachers so that they can judge themselves. These forms were being filled out monthly and teachers could monitor their own performance.

Table 5. Comparing current performance and favorable conditions after empowerment programs

Present condition	Desirable condition	The success rate
Teachers did not have a syllabus	Teachers have annual and daily syllabus and teach through them	Good
Teaching aids are not used properly	Teaching aids are used properly	Very good
In multi based classes time is not managed properly and teachers suffer from lack of time	In multi based classes time is managed properly and there is not the problem of lack of time	Good
Students are not involved in class activities	Students are involved in class activities	Very good
No attention is paid to team work and students' being in group	Attention is paid to team work and student are willing to work in group	Very good
teachers' ability in creating motivation of learning in students is not good	Teachers have the ability to create motivation of learning in students	Good
Teachers do have the ability to use computers and school computers are useless	Teachers have the ability to use computers and school computers are used to make learning easier	Medium
Teacher expression and movement in class is not proper	Teacher expression and movement in class is proper	Good
Timely punishment and reward of students do not take place	Timely punishment and reward of students take place	Good
In some cases reasonable treatment with the student does not exist	teachers' reasonable treatment with the student is quite teaching	Very good
relationship with parents is not good	relationship with parents is good and instructive	Very good
Teachers do not Know or apply new methods of teaching	Teachers Know and apply new methods of teaching and use different method	Good
Correct assessment (at the start, ongoing and final) is not proper	In assessing students correct assessment at the start, ongoing and final are proper	Good
Teachers are not willing to Take part in in-service classes	Teachers are willing to Take part in in-service classes	Good
teachers' degree of familiarity with qualitative- descriptive assessment is not enough and they have problems in giving feedback	Teachers are familiar with qualitative-descriptive assessment	Good
Creativity of the students was not considered	Teachers pay attention to students' creativity	Medium
There is not much discipline in teachers' work	Discipline is the starting point of teachers	Good
Teachers pay no attention to self assessment	Teachers assess themselves continuously	Good
Teachers do not share their experience	Exchanging thoughts and experience is very important	Good

Holding parents' meeting with teachers

Parent participation in educational activities, depends on their relationship with the school. Partnership is a part of the education process whose effects on teaching and learning is significant. If the relationship with the school is done with elegance and precision, helps students become more confident and more successful in their learning activities.

Gathering information (evidence 2)

To collect data, the impact of the strategies, teachers' professional skills in the classroom, and the school environment were evaluated. At the end of each month, all the classes were being observed and the forms were being filled out and teachers were evaluating their performance and note it. Aims to fill these forms included: increasing knowledge communication, the teachers involvement in self assessment, development of teachers' professional attributes, knowledge, skills, increasing confidence, reinforcing positive behaviors by teachers, identifying training deficiencies and failures, identifying weaknesses of self-esteem, a sense of partnership and ownership, respectively. Data collected from the observation forms are given in Table 4.

The data collected were analyzed and compared the situation to the previous situation. This comparison, based on evaluation criteria, showed that there is a significant change from the previous status. The teachers' points' average was 57 at beginning of the project and the current status has reached 86, and finally according to the current performance table and the ideal status which were presented in Data Analysis were analyzed whose results are given in Table 5.

Accreditation the done programs and revising the plans

Accreditation is in fact a formative evaluation of the program and as the project is descriptive, I used tools such as questionnaires, interviews.

Opinions of teachers in the evaluation process: teachers see Director's observation of class and filling the form together with directo, extracurricular programs, participating in implementing training activities, inviting professionals and parent training, meeting teachers, visit the classrooms of experienced teachers and exchange ideas and experiences as effective in improving teachers' professional abilities.

Opinions of managers of education in stage evaluation: In an interview with the management of education, these measures were known to be very effective and brought joy and empathy and intimacy among school staff, and wished success for Navab e Safavi complex, and announced their readiness to exchange experiences.

Educational department's opinions in stage evaluation:

-Teachers use the teaching methods sent from the office either book or CD.

-Teachers take an active part in different classes that are held for different courses.

-To get experience teachers should take part in more experienced teachers' classes and use each other's experience.

Stage evaluation of the expert of primary education: Program designed to improve the skills of teachers due to being sensitive and comprehensive can be very useful.

Teacher opinions on last evaluation: Teacher deemed plans to improve teachers' professional characteristics as very useful.

Opinions of educational departments at the final evaluation: implementing this plan with the cooperation of teachers and members of educational departments in Shahid Navab e Safavi complex, improved the educational quality and as a model which empowers teachers, in the next school year will be offered as a model for other centers of education.

Final evaluation of the expert of primary education: The expert in Elementary Education made a visit dated 02/11/92 accompanied by Chief of Education and awarded certificates to the teachers and principals of schools and described the atmosphere of educational complex joyful and energetic and wished success to all the colleagues.

Summary of the findings

For improving the performance and success in teaching, the teacher should always be involed in learning and follow the updates of his job, and improve his knowledge with regards to the improvement of science in different fields improve his information. On the whole, followings were achieved from the implemented plan and its evaluation. It caused improvement in most of the teachers' professional anilities like using lesson plans and programs, self-assessment, using modern methods of teaching and students 'attention to the psychical state, rapprochement between partners, creating the ideal re-

lationship between parents and teachers, teachers' attitudes towards official visits and office director of classroom management, successful participation in the intellectual cooperation and joint efforts of all employees who decide to collectively boost the morale of teachers mirthfulness. And makes the sense of being important for teachers at school.

Suggestions

1-Assign tasks based on the skills and motivation

2-Managing department meeting by teachers themselves

3-Inviting experts to train teachers in Teachers Council

4-Using knowledge and experience of teachers in workshops

5-Holding in-service courses for teachers according to the assessment of needs from teachers

6- Teachers visiting from classes of experienced colleagues

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