

EFFECTIVE TEACHER – TEACHING STUDYING PROGRAMMES - NEW TEACHER RECRUITMENT AND PROFESSIONAL TRAINING

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Abstract

The term "effective teacher" is intensively circulating over the last decade in pedagogical circles. Effectiveness as an element of quality in education is the primary requirement of the schools in developed countries. According to the European documents and to the requirements of the European integration, effectiveness is mostly reflected in acquiring of competencies for life. The adaptation of the curricula and of the role of teachers in this direction is a challenge to the reality of school and to the educational experts in our country. In accordance to new perceptions, when a teacher is considered effective and successful, is he at the same time a good teacher for Albanian reality ?! Various scholars have listed the qualities of an effective / successful teacher, which often we refer to during lectures or different speeches. Over these qualities were built standards, are developed objectives and set measured instruments on the performance of teachers. The raised question is to what extent is the correspondence between the theoretical framework of teacher's education with the context of evaluating their performance. In terms of current educational reform for qualitative growth of the school, this issue becomes important to be treated. The contribution of this paper is a step towards the conception, development and training of quality teachers. The used methodology is metanalysis of the materials, of the documents and of the practices implemented by the relevant institutions in preparation, formation and professional development of the teachers. In this analysis are faced and compared the teaching programs in the Faculties of Education, the documents which reflect the expectations for a quality teacher and studies that are performed in this field. Research shows that conceptual framework of an effective teacher, the curriculum that forms the teacher as a professional and the model of an appreciated teacher, in practice, do not match. This mismatch confuses the process, discourages new teachers and disconnect the ties between the work which is performed at universities, the work for the nomination of the teachers and the process of their training and qualification throughout their employment.

Keywords: *effective teacher, studying programme, quality, performance, qualification.*