

EDUCATION AND TEACHER MENTORING, THE BEST CAREER DEVELOPMENT ON STANDARD REFORMS IN ALBANIA

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Abstract

In exploring how to achieve this goal, educators are turning their attention and resources increasingly to the priority of professional development. Teacher mentoring programs are now perceived as an effective staff development approach for beginning teachers. By establishing teacher mentoring programs, the district serves two important purposes: novice teachers are given a strong start at the beginning of their careers, and experienced classroom teachers serving as mentors receive recognition and incentives (Little and Nelson, 1990). Researchers believe that mentoring can be a valuable process in educational reform for beginning teachers as well as veteran teachers (Ganser, 1996). Supporting beginning teachers at the outset contributes to retention of new teachers in the school system. Formalizing the mentor role for experienced teachers creates another niche in the career ladder for teachers and contributes to the professionalism of education. Source: Koti Stan.

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. Child development is a field of study *concerned with the growth and wellbeing of children and young adults.*

The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers. Not only is there a tendency to neglect identifying highly effective teachers for the purpose of retaining, advancing, and placing them in assignments that maximize the impact that they have on student learning, there is also a similar tendency to neglect identification of underperformers.

Key words: Quality of Higher Education Institutions (HEIs), Ministry of Education and Sport of Albania, Quality Assurance Agency (QAA), education, empirical studies, leader in school, learning politics,

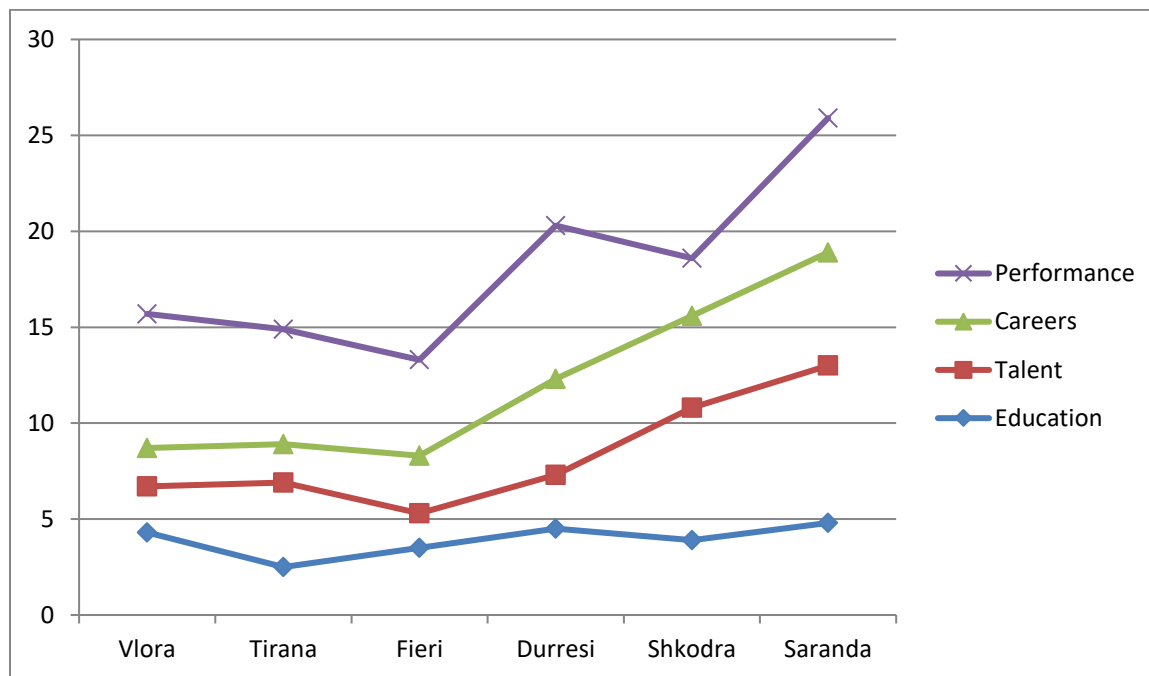
JEL Classification Security System: N0, N1, N2, N3, O1,O2,O3.

I. GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

Teacher Professional and Career Development

Mentoring Process The mentoring process is not always clearly understood in education. Researchers are becoming increasingly cognizant of its complexity. Head, Reiman and Thies-Sprinthall (1992) write that the “heart and soul“ of mentoring grows out of belief “in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.” The mentoring process extends far beyond supporting the induction of new teachers into the school system through professional guidance and encouragement. Shadio (1996) believes that the heart of mentorship comes from “a commitment to education, a hope for its future, and a respect for those who enter into its community.” *Source: Koti Stan.*

Effective organizations place a premium on talent when selecting, developing, and advancing their workforce. States and school districts tend to approach teachers from a one-size-fits-all perspective that inhibits efficient and productive workforce management. Organizing the teacher workforce for efficiency and productivity can best be done with careful management of individual talent and careers. The present practice of professional and career development too frequently fails to differentiate developmental paths for individual teachers.



(Source: Albanian Project for education, 2015)

A bachelor's degree in child development, early childhood education or similar fields and a master's in educational psychology (or similar degree); or a bachelor's degree and a specialization in child development, social work, and similar fields such as special education, psychology, and family life studies. A master's degree in child development, early childhood education, human development, family and consumer studies with a specialization in child development or early childhood. (Source: Albanian Project for education, 2015)

Teacher Evaluation, Talent Management, and Career Development:

Definition of Mentoring Numerous interpretations of the mentoring process are contained in the literature on mentoring. It is commonly agreed that the process includes the various developmental phases of the mentoring relationship, the dynamics of the mentoring relationship itself, and the application of cognitive developmental theory to the mentoring process (Bey and Holmes, 1992). In education, mentoring is a complex and multi-dimensional process of guiding, teaching, influencing and supporting a beginning or new teacher. It is generally accepted that a mentor teacher leads, guides and advises another teacher more junior in experience in a work situation characterized by mutual trust and belief. Source: Koti Stan.

1.1 INTRODUCTION

Typically, mentoring programs pair novice teachers with more experienced teachers who can ably explain school policies, regulations and procedures; share methods, materials and other resources; help solve problems in teaching and learning; provide personal and professional support; and guide the growth of the new teacher through reflection, collaboration, and shared inquiry (Feiman-Nemser and Parker, 1992). Implementation of rigorous teacher evaluation systems represents a long-term investment in a more productive workforce and will support the development and adoption of new practices in talent management and career development.

Teaching experience in the area of early childhood education, or have professional experience in an early care and education program involving interaction with staff and working directly with children.

Most college-level child development teachers work in programs that lead to a [Child Development Associate \(CDA\)](#) certification.

The CDA certificate is the most common certification for preschool teachers. CDA certificate programs require candidates to complete a combination of coursework and supervised fieldwork. For this reason, child development teachers at the college level are expected to hold a combination of formal educational credentials and work experience within the child development field. In addition to having a [bachelor's degree](#) or [master's degree](#) related to the field, candidates for college positions must also have substantial experience working with children in a preschool or elementary school setting, or community organization. (Source: *Albanian Project for education, 2015*)

General Information: Although some high schools offer courses that include career-related curricula connected to the child development field, there are no opportunities to exclusively teach child development at elementary, middle school and high schools. Instead, educators with an interest in teaching child development classes to high school students may elect to teach courses that offer college credit to secondary school students. For example, the Colorado Community College (CCC) System has a career that includes a Child Development course for high school students. The course lasts for one semester, and touches upon the responsibilities and challenges associated with parenting.

The CCC course is also geared towards young students who may like to pursue a career as a teacher, day care provider, nurse or doctor. It also fits in with a postsecondary curriculum for future sociology, psychology and human development majors. To qualify to teach a community college course for high school students, one must note the following:

Programs that are both innovative and designed to achieve long-term increases in educational productivity include those that focus their training model on the key competencies that are necessary for teachers to attain to be effective in the classroom, and use a focus on student outcomes to continuously refine and improve their training. Such models may include residencies or other programs offering a rigorous, clinical experience.

Qualities of Mentor Teachers An experienced teacher who facilitates the development and education of a new teacher, the mentor is regarded as a career professional. According to Hawai‘i’s guidelines for Mentor Teacher Programs, the mentor must possess ideals and expertise of the teaching profession, which are shared with the new teacher (Office of Personnel Services, 1993). The functions of the mentor teacher vary depending on the needs of the new employee, the goals of the mentoring program, and the local and broader educational context or situation. It should be kept in mind that the mentor teacher is a helper, not a supervisor or evaluator, and “a very special person, a model of professionalism” (Office of Personnel Services, 1993). Hawai‘i’s experience with mentoring has identified the following essential qualities of mentor teachers:

1. A range of interpersonal skills to fit a variety of professional encounters and situations.
 2. Good working knowledge of a repertoire of teaching methods, alternative modalities of learning, and styles of teaching and learning that affect student achievement.
 3. Ability to use coaching processes that foster increased self-direction and self-responsibility of the beginning teacher.
 4. Effective communication skills that facilitate the growth of the new employee and accommodate the employee’s emotional, social and cognitive needs.
 5. Understanding the stages of teacher development within the context of how adults learn.
- Source: Kotty Stan

Child development professors belong to a category of educators often associated with psychology, as educators with a background in child development may teach courses on development psychology, cognitive processes, as well as psychological counseling.

To teach child development courses at a two-year college, community college or junior college, most job candidates must fulfill the following educational requirements:

2 HYPOTHESES

H1: How can I teach child development at the elementary, middle, or high school level?

H2: How can I become a college child development to professor?

What is striking in many studies is the strong focus on pedagogical content knowledge (PCK), that in the described as subject didactics. Teaching method does not only relate to (the many possibilities of) explaining the subject to pupils (subject-didactic repertoire varying from direct instruction to activate and differentiate within the course), but is in the sense of PCK on a much broader understanding that also relates to insight into how students learn and understand a profession or where pupils experience problems and suffer from misconceptions.

Professional Development: Nearly half of billions more in other federal funds goes to the professional development of teachers and leaders in our schools. There is little evidence that these expenditures produce an increase in the overall or individual effectiveness of teachers. The development of outcome-based return on investment models can help to assess the efficacy of professional development. Key investments in infrastructure and data will help to support these models and can have long term impact, yet efforts have lagged in this area.

II. THE PURPOSE OF THE STUDY

They also participate in the life of the school, which can range from helping run school assemblies to coordinating after school programs to directing school plays. For this reason, even teachers who accumulate large student loans while completing their bachelor's degree and initial teacher qualifications may find teaching an affordable career option in the long term. Now that you know how to become an elementary school teacher, explore our licensing and school pages to learn more about how and where you can launch your career.

CONCLUSIONS AND RECOMMENDATIONS

Key to the success of any mentoring program is the competence of the mentor who must possess the expertise, commitment, and time to provide assistance to novice teachers. Teachers within a school at the immediate environment of potential progress present an obvious starting place in identifying mentor teachers. There is no fixed rule about which traits or circumstances are most critical in a given mentoring situation (Gray and Gray, 1985). Freedman (1993) reports that the most frequently mentioned characteristic of effective mentors is a willingness to nurture another person. Therefore, individuals recruited as mentors should be people-oriented, open-minded, flexible, empathetic, and collaborative. Source Stenn 2017

The following list represents the three major domains:

- a) Personal Social Development Domain - Students are provided the knowledge, tools, and resources to develop an understanding self and one's relationship to others.

- b) Educational Achievement and Lifelong Learning Domain - Students are provided the knowledge, tools, and resources to reach their education and career goals in a diverse and ever-changing economy.
- c) Career Management Domain - Students are provided the knowledge, tools, and resources to create and implement a plan of action to reach their educational and career goals.

Additionally, all elements marked as “Beginning” or “Not Using” must be observed on at least one additional occasion (after improvement strategies were provided) in a given school year to observe if there was improvement. The second observation should occur no sooner than two weeks after the improvement strategies were made available.

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