

## The Profile of Tomorrow's School Teacher

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### Abstract

Nowadays teachers are precious! The list of features that will be considered in this article is not a mere "static" description of the professional teacher we know but it is a set of attributes that should be developed in the name of tomorrow's new professionalism that raises numerous requests. Traditional competences need to be enriched and complemented (replenished) with new ones. The new form of professionalism requires teachers who want to work and have the concern to lay the foundations of lifelong learning; it requires teachers who want to cultivate creative personalities, open-minded people, individuals who worship free and deep thought and individuals who are devoted to innovation. Teaching in tomorrow's world is a challenge. The modern world does not deal with what is already known; it is interested in what we can do with what we know. Only in this way, school helps the society adapt to economic, social and technological changes. Only this way teachers fulfill their mission which regards helping the general progress. Only this way, in front of people with diplomas, the ability to think differently and to be creative will make the difference. Nowadays pupils have grown up with the internet and the numerical media, and this constitutes the point of reference for them. The whole generation is situated in a special rapport with information and the new ways of socializing. This evolution should not be put aside by teachers. The issue that rises in front of them, particularly those who are not grown up in this kind of universe, does not question whether to go towards this evolution or not, but rather use it in an effective way. New perspectives and difficulties open up to us. Only like this, teachers fulfill their mission in support of the overall progress. It will be exactly the ability to think differently and act creatively that would make the difference among graduates in the future. It remains to be seen to what extent the stakeholders, especially the teachers, will be willing to invest in the new professionalism that the school of tomorrow requires.

**Keywords:** profile, teacher, professionalism, modern world.

### Introduction

Teachers have constituted a topic of discussion during all the times, since Socrates, Aristotels to Komenski, Pestaloci, Herbart and up to nowadays.

This profession has undergone transformations and it would be an illusion believing that it will be changeless. The majority of any society, in any time, designs for teachers the role of the "wise who will prepare future generations donating them the appropriate knowledges of the adult". Children are the citizens of the future and teaching them means precede tomorrow. The person who wishes to become a teacher should know that there are lots of roles to accomplish, such as: social assistant, psychologist, educator, conflict regulatory or the confidential figure; therefore, both, from a human and technical point of view, this figure will always be in a constant altering.

In the future, teacher's role will no longer consist in transmitting knowledge to the pupils. His main duty will be teaching them how to learn to become able to face a world that alters constantly and is full of insecurities. If we want to act on children, influence on them, define their development, it is not sufficient examining just the means that are at the disposal of the teacher. On the contrary, we should take in consideration teacher's personality, in his external light, the impression he offers, as well as, the special conditions of this action (Leif, J., et Rustin, 1984). Some individuals have features, particular

behaviours which favors them to become excellent teachers. In case they manage to succeed in this, it is indispensable for them to possess other qualities to become successful (Murati, Xh., 2004).

### **Constant qualities of a teacher**

A question raises: what kind of qualities should a teacher have for his portrait to be lovable, attendable, notable and complete? What kind of qualities should he have in order to see the present, and moreover the future, in him?

Today's teacher, and moreover tomorrow's one, should possess *pedagogical competences*.

He should adapt his explanation to the class needs. He should explain in a clear way, without skipping steps in his reasoning; he should plainly, and without misunderstandings, show the path of thinking. He should know his pupils' way of reasoning well. He should be organized, follow a logical plan, answer pupils' questions, even when it means slowing down the class rhythm; he should illustrate his words with concrete examples, bring everything through a comprehensible language in order to avoid complicating the subject; and he should use appropriate means in the service of his goal. He should be clear to all his pupils; he should be accurate and avoid to write everything everywhere in the blackboard space. On the contrary, he should write just the essential part in it. He should be competent on the subject he explains; he should convey trust; he should not hesitate; he should make corrections.

Today's teacher, and moreover tomorrow's one, should have the ability to *present knowledge*.

He should be interesting; he should know how to attract attention; he should know how to make pupils love his subject; he should know how to transmit his passion and hit the imagination. He should be dynamic, energetic; he should have a sense of humor in order to relieve pupils from uncomfortable situations by not making a drama out of them. He should be motivated and love what he makes; he should be passionate, alive, a good speaker, dominant; he should speak out loud and in an obvious way; he should avoid being monotonous; he should be audibly reachable to everyone. He should have a good administration of the course rhythm; he should pause to allow memory to get refreshed; he should be creative with the means and methods he uses to convey knowledge. He should know how to manage the group. He should have the respect of his audience; he should be charismatic; he should show authority; his voice should be heard; he should know how to keep the class under control without being too strict in order to avoid making the pupil hesitant to ask the friend next to him (it is not always easy to listen, even when you wish you could). He should encourage collaboration among pupils. He should be fair, unbiased and non-judgmental toward his pupils.

*He should be empathetic:* cautious, open, comprehensible to pupils. A teacher should not rush, but rather quietly understand problems related to pupils' comprehension toward him. He should know how to repeat without getting upset, but rather show patience when any of the pupils do not understand anything. He should show interest in all of them being human and tolerant. He should know how to dialogue and joke with the pupils. The teacher should feel responsible for his pupils and their knowledge. He should not avoid pupils having difficulties and gaps in knowledge, but rather do something more for them. He should be generous and answer questions even when they arise out of the defined program. He is an educator and as such he should advice pupils on life problems, as well. He should not despise them. He should know how to place himself in their shoes and level.

*As far as personality is concerned,* he should be polite, jovial, smiling and funny. He should have a simple look, yet cool, precise and intelligent. Showing this kind of personality helps his desire to communicate and pupils' passion to learn. A good teacher judges in a correct way every time and he acts in a humble way. He is passionate and enthusiastic, dynamic and fair, ready to help and open-minded, attentive and creative, empathetic and auto-critical; he accepts his knowledge limits and get interested in what pupils say, think and do. He addresses his pupils the same way he addresses adults; he shows courage, feels enthusiasm for his job, encourages them to imitate him, undertakes risks, shows compassion and curiosity for the pupils, loves them and makes them work for him.

Kids are not all good-behaviour kids; they are not all perfect, thus they should be accepted as they are, with their flaws and qualities, strengths and weaknesses, eases and difficulties. Working with children is not a simple thing. School belongs to all children, including those who do not fancy learning. Teaching is a profession that holds big responsibilities.

*A teacher trains and educates.* His task does not include only training, but educating, socializing, cultivating values, as well. Educating means assisting a child in growing up. Teaching means being a professor, a sociologist, a psychologist, an educator, an instructor, etc. This requires not only an open mind, but skills to play with all the disciplines, as well.

### **Teaching is a profession that goes under constant transformation**

Actually the consequences of the political and economic environment fall on children, as well. The latter reflect not only learning difficulties in school, but also the burden of their social problems. Nowadays, when lots of cultures are presented, when children with limited capacities and children facing divorce in their family get integrated, teacher's tasks within the school institution are increased. The more his tasks are increased, the more this profession develops, get modified and faces changes. Teaching world itself is a prey to continuous changes and reforms. Thus, it is always the teacher himself the one asking for some ease in adapting and improvising by breaking the routine.

### **Teacher in front of the "digital world born child"**

Our 21<sup>st</sup> century school should educate pupils to become able to adapt themselves during their whole life to a more complex, globalized, multicultural and diverse environment which is characterized by an amazing technological progress (Allard, L., 2015).

As the main mission of the teacher is to educate citizens, he could not perform this task without the appropriate training in using digital means. A teacher should be conscious about this fact. However, even if he cannot, being in front a "digital world born child" (Capello, M., 2015), he is obliged to adapt himself continuously in order to perform in this aspect, too. Children are grown up with Google and the idea that every information is found there: "type Google and find what you want". Grown-ups type Google, as well, but they know information can be found elsewhere, too. Internet is an essential issue and the teacher should fight to transform it into a pedagogical mean and put it at the disposal of children or youngsters' civic education (Qerimi, H., 2006).

Using internet in the teaching process constitutes a priority and can make its easier. Internet is an important teaching tool and it often provides a coherent or a more updated information than teaching texts. Internet helps the teacher add knowledge and improve teaching. He finds information, knowledge, materials, guides or suggestions in internet. A teacher can make use of different computer educative programs, varying from exercise-practice programs to practical tasks, simulation and/or instructive games program. Internet provides access to a series of topics and information coming from governmental organizations, non-governmental organizations, colleges, universities, libraries, archives, companies or individuals.

Information selection constitutes the real problem

In order for the teacher to solve this problem in the best possible way, he should build bridges and connections with his pupils outside school environment, as well. This connection should be conserved continuously. How can a teacher of the obligatory school system or high school system conserve this kind of connection with the "digital world born children", thus his pupils? Online blogging activation permits him to publish documents and set up an interactive dialogue with them without a proper physical presence. This method helps collective work and strengthen the relationship between the teacher and the pupils. This constitutes a way for the pupils to face each-other, making comments, questions, reacting, making compliments or critics as regard to treating issues that relates to topics that have been discussed during the course.

This method helps the orientation toward projects that highlights and empower individualism, interaction, creativity and collaboration among pupils themselves and among pupils and the teacher.

Class conversations could be complex and they could intimidate children. Whereas, within a blog, things could flow naturally and a child possesses the word/answer without the pressure of his coevals. The teacher owes the blog and can feel the pleasure of his pupils' interaction increasing along with his role getting stronger. Various topics can be discussed in a blog, including teaching topics or other additional materials, as well. There is place for passions to be shared among the members of the blog. Pupils are able to share discoveries and support each-other. Such a collaboration equally brings academic profits as well as social ones. Blogs may function well because they are a natural continuity of the connection a teacher has with his class. This remains a connection between an individual and a group, not the classical interaction between two

individuals. Class model is a universal one; it was not born yesterday. Thus, there is no reason to change it, and internet cannot change it in a significative way either.

### **Albanian children in front of the present technology**

Information and communication technologies have become a determining feature of our time in the Albanian society as well. This leads to a different life compared to the one we used to live before. There are teenagers, youngsters and children surrounded everywhere by digital technologies, such as: computers, internet, electronic games, mobile phones and other gadgets. It is not rare nowadays to see children holding a "smartphone" which enables them everything; it connects him with the family, close friends and a vast number of his coevals from other parts of the world. A child can hear music and download other music from his favourite musical genres; he can get informed on match results; he can interact in Facebook; he can read or watch television – under this circumstance, he can even think why could a teacher ever be necessary when he has the world in his hands with just "one touch" (F. Salliu 2004).

Thus, the teacher should show to the "digital world born child" that his presence is valuable.

He should give his contribution in order to:

Make it possible for the knowledge and truth on the world to be absorbed and applied in the future;

Ensure an ever-growing development of the critical thinking and the creating one;

Permanently increase the desire and curiosity to know more and more.

On the other hand, it is also true that the Albanian teacher does not always face a "digital world born child". We should admit that not all the children or all the schools in us are provided with computers, particularly if we speak about the remote areas.

In this case, it remains a challenge providing schools with computers and helping the children of these remote areas make use of them in an appropriate way. Teachers should find ways to integrate technology as a working means for educational needs, either by using their personal equipments, or by using the equipments of those pupils who have the possibility to have them.

Whereas, in those cases when there are computers, the teachers should fight in order to prevent pupils from spending time in front of the computers just to chat or play games. Teachers should work to transform this into an effective usage of the computer, which means they should use computers to help teaching process.

### **Internet and school**

Nowadays, among other things, they say that with internet emerging the future school will no longer be the place where children could learn and the teacher will not be more but a simple decoder. There are other extreme opinions stating and imagining complete virtual teachers. There are numerous opinions that foresee pupils will share knowledge and will solve problems together within "a collectivity" and the teacher "will only ease this process". For the moment, this whole situation is possible only in places like Singapore, the most developed country as regard to new technologies area, where every pupil has got an ordinator in school; a pupil has got tablets and video cameras. Notwithstanding this technological hurricane, nothing is impossible!

### **Conclusions**

Nowadays' teacher, moreover tomorrow's teacher, should get constantly trained during his whole life. Should we design his portrait, we would say this teacher should be a reflective practitioner, able to carry out researches in his field, basing and adapting his activity on needs' assessment and pupils' progress. He should continue with the pedagogical differentiation in order to fit with the pupils' diversity.

Teaching is a progressive and integrated development process as regard to knowledge, abilities and expressions on life. Being an interactive profession, and not a static one, it evolves under the influence of a permanent dynamics just like big technologies.

Appropriate and valuable technologies, as well as other teaching resources, will depend on the defined objectives and individuals who fulfill them. According to Eggen and Kauchak (2007),

Just like other teaching resources, appropriate and valuable technologies will depend on defined objectives and on individuals fulfilling them. According to Eggen and Kauchak (2007), without a connection with the teaching objectives, technology could be counterproductive and therefore it can set apart from learning. Teachers should become well aware of this fact.

Today's teacher, and moreover the future one, should not only adapt himself to the speed at which technological changes happen and to the access children have in it, but he should also adapt himself to the cultural changes and the intelligence of the children.

#### *Every day brings new challenges*

With a view to positively make use of the full capacity virtual world offers, it is important for teachers to teach pupils ethical and responsible expressions because social changes actually are and will always be the result of the technological changes.

Teachers should teach pupils to:

- use online time as rationally as possible;
- dedicate the necessary time to internet or other activities, thus challenging digital age;
- clarify what information should/should not be delivered in internet;
- understand that everything in internet is continuous, replicable and accessible to an invisible auditorium.

One should never forget that teaching resources, even the most interactive ones, such as internet, are just instruments. It is the teacher who should use them wisely. Only the teacher's wisdom will make pupils capable of understanding the world, get integrated in it, get realized and become part of it without turning into its powerless victims. As an actor of the educating community, the teacher contributes and will always contribute, along with his similars, for school designing in the social environment. Consequently, it is indispensable for him to be a humanist, a builder and a designer. Only this way will he open the door to the future for his pupils. Today's teacher, and particularly tomorrow's one, will permanently find themselves in front of challenges: the bigger and more important the challenge, the greater the satisfaction it will produce. In this big human challenge, the teacher who asks and will ask to participate with dignity, will be required to offer a lot from himself.

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