THEY COME IN DIFFERENT SHAPES: A CRITICAL ANALYSIS OF TEACHER TYPES

MIRIAM CHITIGA

Fayetteville State University, NC. 28314

Email: mchitiga@yahoo.com

ABSRACT

This essay is an enquiry into the different dispositions and make-up of teachers. This characterization and grouping of teachers is of essence because it will enable teacher educators to reflect on the kind of teachers they produce each year .This reflection will enable providers of teacher educators to rethink about the approaches they have always been employing in teaching teachers with a view to establishing new trajectories of teacher education to meet the educational needs of the millennium. Corollary to the mentioned goal is the need to focus on the different dispositions of teachers with a view to adopt new teaching methods to the end of improving the integrity, efficiency and professionalism of the teaching profession.

Words: Teacher types, development, roles, teaching profession

TOWARD A DEFINITION OF A TEACHER

The term "teacher" is often misconstrued by many people as it suggests different ideas to different individuals at different times. It is often freely ascribed to anyone who trains people to read, write and to compute (Manse, 1987). Edmund Amidon (1977) closely echoes this conception of teaching as "an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activity". This is a rather formalistic and narrow conception of such a multifarious phenomenon. In poignant antithesis, an effective teacher understands that teaching involves "wearing multiple hats to ensure that the school day runs smoothly and all students receive a quality education" (Stacy Zeiger, 2017). As leaders, "they assume a wide range of roles to support school and student success" (Stephen, Downes, 2011). A teacher is, moreover, a "provider of knowledge and insight, a mentor, a role model, one who inspires and opens up minds to the infinite possibilities of which one can achieve and ultimately imprints a positive difference in the lives of many" (Urban Dictionary, 2017). What is lucid is that the term teacher conjures a myriad of connotations that demand intrinsic motivation, passion and a dose of sacrifice from those called to it. Though nuanced definitions exist, it will suffice for the present purposes to define a teacher as a person who is employed in an official capacity for guiding and directing the experiences of students in a formal educational institution. The teacher is studious and treats the learning process as a continuous engagement between himself or herself as a facilitator of the learning process with the learners; an engagement to which he or she is also a learner.

There seems to be no end to the roles that a teacher plays towards the realization of competent education. It should be evident that "the role of the educator, even if relatively narrowly conceived, is actually a set of very different, yet equally important, tasks" (Cindy Harrison and Joellen Killion, 2007). Firstly, a teacher can be considered "central to social and educational transformation the more so in societies tackling oppression". This sentiment is echoed by Larner (2004) who considers teachers to be "catalysts for change, visionaries never content with the status quo but rather always looking for a better way". If the leadership style that he or she implements is transformational, and doubtless it is, "its charisma or idealized influence is envisioning, confident, and sets high standards for emulation" (Bass Bernard and Steid, 1999). Secondly, Bury, King and

Balls (2016) posit that teachers are instrumental in preparing others for a variety of professions through their "dedication, purpose, knowledge, expertise and advocacy". Frederick Hess (2002) expands on this onerous task of the teacher cognizant that "even in the most innovative and dynamic charter schools, teaching bundles together the roles of content deliverer, curriculum designer, diagnostician, disciplinarian, discussion leader, empathizer, clerk, secretary, and attendant-and asks teachers to fulfill these roles for a variety of content areas." What is trite from the submissions proffered thus far, is the fact that a competent teacher applies himself or herself to the teaching process as a way of life .It is therefore no surprise that most teachers stumble, particularly at the embryonic stage, to locate their professional path. This nevertheless implies room for gradual maturation for the individual. Resultantly, teachers can be evaluated on a continuum consisting of four major categories of professional development.

The theoretical conception of teacher development is mired in nuances in line with the vagaries surrounding theories in academia. What is striking to highlight though is that most different educational scholars consider the professional development of teachers in four stages. For purposes of this section, Good's (1973) four stages of teacher development (as cited in Chivore, 1992) and Corwin's conception of teacher performance (as cited in Hooper, 1971) will inform the theoretical bedrock upon which subsequent analysis will develop. It nonetheless needs accentuation from the onset of their discussion that the ensuing categories are in themselves not mutually exclusive. The reader must realize that performance of each individual professional is actuated by a hotchpotch of factors such as personalities, experiences and qualifications *inte*r *alia.* For that reason, some overlapping will materialize in terms of characterizations. What is inescapable however is that an interrogation of individual teachers reflects that at any one stage of one's career, the alluring inclination is to lean more toward one category than another. Again, it needs reiteration that these categories are not cast in stone. Be that as is, Good's (1973) conceptualization of teacher development appear to avail the most insightful and helpful analysis of teacher types; the gist of the observation derived from his analysis is that teacher development, like fine wine, gets better with age. "It is useful to think of the growth of teachers as occurring in stages, linked generally to experience gained over time" (Katz Solomon, 1975). The following sections will discuss the various hats and aptitudes that teachers should have.

The Teacher as a 'Baby-Sitter'

The metaphor "Baby-Sitter" that Good (1973) employs here captures the passivity and incertitude which pervades the first stage of teacher development (as cited in Chivore, 1992). The insinuation is that at this budding juncture the teacher plays a flaccid role which proffers little, peculiarly to the student. The teacher is more or less a reckless learner mired in vacillation. He or she is disoriented by a mismatch between theory gleaned from college and less pragmatic classroom realities. This corroborates with the research to the effect that "in some cases there is a gap between theory learned in preservice programs and practice in the classroom" (Barnes, 2006).The consequence is a lapse into a wish for survival begetting "feelings of inadequacy and unpreparedness" (Katz, 1975) or "uncertainty, confusion and insecurity" (Burden, 1979) getting the better of the teacher. This bodes ill for the teacher's as some "researchers believe the decision to leave the profession altogether is rooted in teacher's feelings of self-doubt or doubt in their ability to be successful in the teaching field comprehensively" (Fives, H., Hamman, D., & Olivarez, A., 2007; Skaalvik & Skaalvik, 2007). Consequently, it is no surprise that "many teachers were concerned about surviving each day and completing the school year "(ibid). Due to perceived and real inadequacies, the "Baby-Sitter" teacher type is more self-conscious and therefore prone to self-defeating inclinations. One such is that "personalized leaders, primarily concerned with their own self-interests, cannot be truly transformational leaders" (Cindy Harrison and Joellen Killion, 2007). To exacerbate the perturbing situation, the inevitable consequence of this teacher-centric phase is a "limited knowledge of children's characteristics (Burden, 1979). It is for that reason that a teacher in this embryonic stage teaches "the subject rather than the child" (Ibid). The pupil in this stage is a helpless victim of circumstances. The teacher customarily resorts to iron-rod techniques to both quell pupil indiscipline and veil his or her personal inadequacies. This countermands the axiom that "motivation should not be reduced to coercion but grow out of authentic inner commitment" ((Cindy Harrison and Joellen Killion, 2007)). In addition, the belief is that "individualized consideration component of transformational leadership underscores the necessity of altruism if leadership is to be anything more than authoritarian control" (Kanungo & Mendonca, 1996, pp. 85ff). The classroom under a "baby-sitter' consequently becomes a battlefield in which learning becomes a farce. The pupils are disconcerted and de-motivated leading to debilitating anti-education attitudes. It is the proverbial blind leading the blind scenario. The baby-sitter teacher is aptly described by the famous educationist Paulo Freire in his seminal

work *Pedagogy of the Oppressed* as having the tendency that make him perceive his or her role as a depositor of information to the so- called learners .The so called learners are seen as passive objects not subjects who assumes agency in relation to their learning processes.

The pernicious effects of "Baby-Sitter" teachers are more apparent in marginal regions of the globe, both at national and regional levels. Considering that teachers are in this first stage at the genesis of their careers, it is incumbent upon governments to circumspectly and equally distribute new teachers in order to forestall disadvantaging peripheral segments of society. The reality on the ground is particularly dispiriting for poor pupils. Even developed countries are not immune from this anathema. Darling-Hammond (1995) conducted a research in some schools in Sothern USA where they concluded that "low-income urban schools tend to have few well- prepared teachers." Further studies evince that "teachers who work in low-income urban areas are paid less and are not trained as adequately as their suburban counterparts" (Brogan, 2009). This scenario is enlarged in African countries like Zimbabwe and South Africa where rural schools host more inexperienced teachers than urban schools. It appears the reason lies with the existence of insufficient or inferior social amenities in these rural areas. Teachers consequently shun such areas, using them as temporary gateways to the more alluring urban areas. This indifferent teacher distribution habit entrenches regional inequalities and the government of Zimbabwe in particular, must act to stem it. Similar complains rear in South Africa, where Deacon (2010) submits that "many under-qualified and many more ill prepared and inadequately supported teachers are assigned to teach certain grades". If we are to remedy this malady, "a substantial amount of intensive training in all the fields where the teacher is inadequately equipped is obligatory" (Chivore, 1992). It was towards a similar end that President Jacob Zuma of South Africa urged, "teachers should be in school, in class, on time, teaching with no neglect of duty and no abuse of pupils" in his State of the Nation Address (as cited in Deacon, 2010). The present author's observations as a head of department at a secondary school depict that the first stage of teacher development is largely characterized by passionless disinterested degree -holding teachers aptly designated as mere baby-sitters.

The 'Teaching' Teacher

The second stage involves a teacher who has the facility to instruct learners and little else in between. Katz (1975) terms this second teacher development phase as the "consolidation" stage in

which "the teacher is beginning to identify individual children whose behavior departs from the pattern of most of the children she knows". The level of teacher competence here is slightly higher than that of the learner. There is the emergence of a shift in concentration from the interests of the teacher alone to those of the pupil as well. The importance of this change is pivotal recognizing that "teachers who understand their students are better positioned to help them maximize their talents, competencies, skills and work ethic for academic achievement" (Oblinger, 2003, MaAlister, 2009.)The point of departure from the kind of teacher mentioned above is that at this stage the teacher is now involved and focusing more on the needs of the learner. One is now "recognizing the social and emotional needs of pupils (Fuller and Brown, 1969). In the words of Burden (1979), this is a "transitional period of discovering that their students are pupils." Moreover, the teacher in this phase is also acquainting to the "larger concerns of the teaching situation" (ibid). Nevertheless, due to self-esteem inadequacies still visible, "practices of rote-learning such as memorization and fact regurgitation" (Chivore, 1992) take precedence. The mind vividly conjures Mr M'Choakumchild, a character in the classical novel *Hard Times* (1854) by Charles Dickens whose predilection for grilling facts down the minds of his pupils is infamous. Countless newly qualified teachers from teacher training institutions as well as holders of bachelor-level degrees can be situated in this second category. This phase is a launching dais for a myriad of teachers, before they mature into the efficient and effective teacher. Teachers here still rely on additional supplementary texts or detailed teacher guides for them to proffer constructive service to both the learner and the education system as a whole.

The above ameliorations, albeit commendable, are inadequate to merit meaningful changes for teaching and learning. These teachers still undermine critical thinking and creativity central to modern 21st Century teaching and learning practices. Such a trajectory is cognizant that "school systems need to respond better to a changing world where learning critical thinking leads students to develop other skills, such as a higher level of concentration, deeper analytical abilities, and improved thought processing" (Daniel Pink, 2006). Scholars appreciate that "educators must now prepare students for this new global society, teaching the core content subjects-math, social studies, the arts- enhanced by incorporating critical thinking, communication, collaboration, and creativity" (Ibid). The teaching teacher is better than the "baby-sitter" but in a marginal sense. It is a mere mastery of stone-age skills impertinent in a digital age. It is futile. It can be hazarded that most teachers in developing countries fail to transcend this second stage due to countless factors

which include personal, institutional, national, historical and political factors *inter alia*. Their habits not only falter in effectively engaging pupils but tragically steer clear of rethinking the supposed sacrosanct beliefs which surround the profession (Lauwerier and Akkar, 2015). They cling to archaic ideas in a modern age. The sure destiny is doom for teacher, student and nation.

The aforesaid foundational stages of teacher development resonate with the "employee teacher" motif coined by Corwin (as cited in Hooper, 1971). Such a teacher is the type who follows "fixed rules and procedures dogmatically" (Ibid). His or her work is characterized by routine and by a debilitating absence of innovation. Further, he or she is preoccupied with narrow teaching techniques and punishment-centered administration not analogous to the frothing Armageddon preacher who thrives on a fearsome hell-fire doctrine. For these uninspiring individuals, "teaching is an occupation" and nothing more (Merrow, 2015). They are least likely to actively participate in research conferences, curriculum design, evaluation issues nor other staff development issues. This lapse spells their undoing in light of the realization that "professional development provides an opportunity to grow as a teacher and contributes to success in the classroom" (Huisman et al., 2010). Professional development allows for teachers to share and put new ideas into practice on their own (Ibid). It is, pertinent to caution that "even some experienced teachers may continue to be disinterested in para-teaching activities such as curriculum development issues in addition to implementation" (Moore and Mercer, 1995; Lauwerier and Akkar, 2015). The teacher type in the second category, more or less like his or her Siamese twin in the first category, is an embarrassment to the teaching profession especially in the 21st Century where the game of life has radically shifted.

The Efficient Teacher

The third stage of teacher development marks a significant departure from the preceding ones in more ways than one. These "new ways of thinking about and applying educational leadership offer a departure from hegemonic conceptualizations of what it means to lead in educational contexts" (Bogotch, 2002; Brooks & Normore, 2010; Young & Brooks, 2008). The "Efficient Teacher" entails an individual who can teach, is confident and is flexible in his or her discharge of duties. In this "renewal" phase, individuals embrace fresh patterns of teaching such as assuming interest in "new materials, techniques, approaches and ideas" (Katz, 1975) capable of turning students of average ability into good examination results candidates. The teacher in this stage is

one "who has completed a sound quality professional curriculum in a pertinent department or teacher education institution in which the said training has earned official recognition in the trend of appropriate teaching certificate" (Chivore, 1992). The teacher in this category enhances competence through intrinsic motivation which renders enthusiastic and professional conduct of duties. When teachers "own the responsibility, and believe in their ability to increase student-learning outcomes, they are more successful in the low-income urban classroom" (Goddard, Hoy, & Woolfolk, 2004).

Research conducted by diverse scholars lends credence to the importance of embarking upon novel structural, intellectual and philosophical educational strategies in order to realize success. In a research conducted by Burden (1979) in the United States of America, teachers in this category believed that they "knew the children, curriculum and teaching methods quite well" as they "became more reflective about the value of their experiences." A profound degree of self-awareness within this teacher is salient. There is a realization that there is more to teaching and learning than mere transmission of knowledge and facts. What matters is the ability to harness the said skills so as to overcome present and real challenges. This realization largely eludes most teachers in developing countries like Zimbabwe where the education system is divorced from pressing economic needs. This resonates with the following observation regarding the various educational mechanisms employed in most postcolonial societies: "Postcolonial societies struggle to tackle the intellectual and educational hegemonies that have prevailed, partly because of basic challenges with the validity of ontologies and concepts that have been adopted uncritically" (Priya Narismulu 2013). One can argue that "Zimbabwe's education system needs a paradigm shift from the present situation where schools and colleges invariably engender job seekers instead of entrepreneurs" (Ncube, 2015). This is a policy flaw in a nation where industry and agriculture underperform due to a conflagration of factors. There is a perceptible lack of innovation, flexibility and creativity in the design of Zimbabwe's education system. The educational system must respond to the peculiar socio-economic needs of the country for it to become relevant and helpful. Zimbabwe needs an education system capable of creating employment for millions of its citizens. Zimbabwe needs efficient teachers.

 In poignant antithesis, the Western system largely recognizes the necessity of aligning the education system to prevailing socio-economic conditions for it to benefit the nation as "Solutions

to international problems, such as global warming, require highly developed critical thinking and problem-solving abilities" (Daniel Pink, 2006). That "today's students need critical thinking and problem solving skills not just to solve the problems of their current jobs, but to meet the challenges of adapting to our constantly changing workforce" (ibid) is a matter that should be constantly stressed on. This realization of the 21st Century market needs is the platform upon which teachers in developed Western countries operate thus rendering them relatively more efficient than those in developing countries. This type of "transformational leadership contains four components: charisma or idealized influence (attributed or behavioral), inspirational motivation, intellectual stimulation, and individualized consideration" (Bass, 1985, 1998; Bass & Avolio, 1993). These are essential building blocks for the efficient teacher. Hungarian researchers like Mihaly (2002), Petneki (2002), Poor (2003) and Nikolov (2003) similarly recognize that "future teachers need to be open towards the needs of the learners; they should be innovative and creative" (Ujlakyne Szucs, 2016). The net effect of this is that most Western teachers fall in the third or fourth stage of teacher development. This evidently benefits the pupil who is exposed to trendy and useful skills. The teacher is here amply confident to experiment with diverse teaching techniques with the intention of making classes more thought- provoking and stimulating for students.

The efficient teacher also values collaboration as an effective tool for personal professional enhancement. Blasé and Blasé (2006) concluded from their research that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. Generally, such a symbiotic relationship has been accepted as a skill that's essential to achieve meaningful and effective results. In the past decade, however, "it has become increasingly clear that collaboration is not only important but necessary for students and employees, due to globalization and the rise of technology" (Daniel Pink, 2006). The importance of collaboration transcends hyperbole. Schmoker (2006) corroborate that "collective effort and intelligence are the most powerful force for improvement-more powerful than even the most knowledgeable individuals working alone." Consequently, effective teachers miss no opportunity for attending peer meetings designed to share experiences in the teaching profession. One such quintessential platform involves curriculum formulation stakeholder meetings. There is no limit to the benefits which accrue to a teacher who attends this meeting. Understanding "content standards, how

various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school" (Cindy Harrison and Joellen Killion, 2007). The curriculum stakeholder meeting seeks consensus on requisite forthcoming curriculum material. More pivotally, "when teachers support and trust each other enough to talk about how they can best address the needs of the students, reach goals of instruction and apply successful strategies, then teams are working at their very best" (White, 2005). When a teacher is exposed and willingly exposes himself or herself to such constructive influences, he or she becomes an effective teacher. It must be highlighted though that the efficient teacher needs to be encouraged to aim further toward the apex effective teacher phase.

The Effective Teacher

The 'Effective Teacher' type is the pinnacle stage achievable as it encompasses the best known teacher practices. Katz (1975) terms this summit stage of teacher development the "maturity" stage, in which teachers begins to ask "deeper and more abstract questions" and engage in "a more meaningful search for insight, perspective and realism." The individual is here "a school leader, who shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole" (Cindy Harrison and Joellen, 2007). He or she multi-tasks, assuming diverse roles which include mentoring, counseling, creative a conducive learning environment, protecting students, delivering subject content and teaching a 21st Century oriented curriculum. The teachers here not only elicits "confidence, security and maturity" but they are also "satisfied with their chosen profession" (Burden, 1979). It is for the above reasons that an effective teacher is well equipped to contribute the growth and development of the learners (Chivore, 1991). Moreover, such "empathetic and passionate individuals make their contributions to social progress through their teaching practices" (Merrow, 2015).The teacher is here both efficient and effective in the profession due to earnest self-actualization and passion for the trade. His or her methods of teaching are not merely perfunctory and formalistic but are engaging and holistic.

An imperative attribute of the effective teacher is a willingness to understand underlying factors which affect student performance beyond those which surface in the class room. Weber (2001) submits that "every social situation is affected by society-wide historical patterns of [nationality]

race, class, gender, and sexuality that are not necessarily apparent to the participants and are experienced differently depending upon the [specific social stratification characteristics] of the people involved". The need arises therefore for a timely response to "the recognition that educational leadership as a field and discipline has been slow to respond to the realities of increased racial, ethnic, cultural and linguistic diversity and their intersectional implications on social justice at various levels of education" (Theoharis, 2007).The awareness is that students are sometimes negatively affected by familial and or societal circumstances. The efficient teacher is ready to assume his or her parental role as the protector of the pupil. There is a danger in ignoring issues, such as the impact of variability within subgroups and the multiplicity, fluidity, and non-neutrality of culture as this can lead to misinterpretation of evaluation outcomes and ineffective interventions and policies when evaluators are not culturally responsive to or natives of the communities with which they work (Kikhart, 2010). The effective teacher is prepared to go beyond surface explanations and comfortable positions in order to proffer valuable educational solutions to a cosmopolitan world.

It is often the case that dominant or privileged members of society tend to sideline minority or marginal groups on account of mere prejudice but the effective teacher is cognizant and adept at dealing with this situation. The "diversity of our society and world compels recognition of the complexity and inter-relatedness of our identities as individuals, communities, societies and world citizens" (Priya Narismulu, 2013). Furthermore, cultural awareness is one key determining factor in a teacher's preparation perceptions in relation to success. Research states that "culturally responsive teachers need to be prepared to teach in diverse school settings, and it acknowledges the gravity of such attempts to prepare teachers" (Gay, 2002; Villegas, 2008). In the USA for instance, minority groups are misunderstood and driven into confined spaces by powerful and dominant whites. In their "quest for control of, limited access to, and distribution of the socially valued resources, dominant groups continually redefine the systems in ways that best privilege them" (Chitiga,2013). One such narrow-mindedness revolves around the supposed looseness or recklessness of black students. Mainstream education scholars scarcely research into the intricacies of this phenomenon, or when they do, perhaps out of a misplaced sense of moral guilt, their prejudice clog their findings. Because of "the often binary and compartmentalized ways in which academics have traditionally presented educational research, divergent approaches for integrating the ideas, comparisons and similarities among the experiences of

different groups are seldom portrayed" (Bass Bernard and Steid ,1999). Be that as is, novel perspectives are emerging around the relationship phenomenon among black students in USA. Such endeavors are inspired by the recognition that there are racial and cultural differences in dating patterns that would be important to explore in order to gain a fuller understanding of student's lives (Chitiga, 2014). The unique challenges "are rooted in historical, political, regional, racial and cultural milieus; such factors may differentiate their experiences from those of majority white students."(Ibid) What is critical about Chitigas' (2014) research, which speaks to the efficient tenet of thinking and acting outside the box (innovation), is "the result that the study participants are largely involved in stable and committed relationships." This counters the conventional jaundiced perception that black students are lecherous. The point to be drawn from the above research is that the efficient teacher does not take things for granted but uses his or her own mind to seek new understandings which can lead to new solutions beneficial to society.

The effective teacher also recognizes the importance of a conducive learning environment and the role that he or she plays in fostering or engendering it. The need for mentoring is great even among "millennials who regardless of their intellectual abilities and self confidence levels" still "generally value mentoring, nurturing, and personal attention" (2017 Kimberly S. Wright). If the teacher prepares a warm, happy environment, students are more likely to be happy (Guyana, 2013). Suffice to voice, the vice versa is also true. Furthermore, the efficient teacher realizes that he or she is a role model to students, wielding inordinate power to enlighten or darken their malleable qualities. It is thus incumbent upon the respective teacher to render a positive influence to pupils. Where one is called upon to mentor, as often happens, the competent teacher in this zenith stage of teacher development brings forth the ultimate best from the mentee. Authentic transformational leadership as it evinces itself in effective teachers, provides a "more reasonable and realistic concept of self—a self that is connected to friends, family, and community whose welfare may be more important to oneself than one's own" (Bass Bernard and Steid, 1999). The efficient, effective and competent teacher "actively involves self in research and dialogue pertaining to both the area of content specialization as well as the current trends of development in the profession" (Lauwerir and Akkar, 2015). This individual should, notwithstanding, also guard against complacency since the world is ever evolving. Only the "people who have the knowledge and skills to negotiate constant change and reinvent themselves for new situations will succeed" (Daniel Pink, 2006).

The task of keeping pace with changing global trends calls for vigilance. Deacon (2010) avers that albeit ongoing practices of teacher training are ever changing and ameliorating, "it will take years, or even decades of concerted and sustained effort to improve the quality of teaching and learning". The subsequent section proffers an overview of some of the specific steps teachers and other educators could embrace for them to fully appreciate their roles in transforming schools and the teaching field to make the teaching profession more honorable. The suggestions on improving the individual teacher already given above should be borne in mind as one considers the professional improvement strategies given below.

RECOMMENDATIONS

Given the central role of teachers in student learning and achievement, it is essential for educational leaders to study and deepen their insights into teacher development and types, if they are to help empower their teachers to perform their duties at levels that will lead to quality student learning and success. Similarly, graduate faculty working with future and in-service school building and district administrators should incorporate, in their masters and doctoral curricula, the study of teacher development and types, in an effort to help enlighten their students in the area. Developing these pipeline educational leaders to adapt more transformational leadership characteristics, including the abilities to effectively do the following: inspire and motivate teachers, develop the intellectual and other professional capacities of teachers, create environments that foster innovation, freedom, and agency, and practice democratic, inclusive leadership that cherishes collaboration and the development of shared districts and school visions.

Research is central to continuous regeneration among professional teachers. Moore and Mercer (1995) avowed that "teachers were reluctant to participate in research and the same still holds credence today as teachers continue to manifest a laissez-faire attitude toward research activities". The above mentioned scholars also discovered that within the body corpus of educators, teachers were the least supportive of research activity actions in their every day responsibilities. It may perhaps help if continuing professional development programs could concentrate more on encouraging experimentation with innovative methodology and on participation in research centered on modern learning theories. The teacher "should also be given plenty of opportunity to conduct and facilitate staff development programs for the benefit of fellow teachers" (Lynch, 2015). Wagner (2006) corroborates this notion when he posits that "teachers must be given ample

and regular time to hold meetings if there is any hope of them reaching the dialogue needed to support and change student performance as well as teacher capacity". Suffice to express, in this case, there are no instant miracles or fantastic accidents. Teachers who 'pursue their own professional development opportunities fosters the resiliency needed to continually work toward success" (Huisman et al., 2010).Time, dedication, discipline and perseverance are needed here if real benefits are to be reaped.

Teachers also need to familiarize themselves with the curriculum for them to be effective. Lauwerier and Akka (2015) submit that "teachers who are more involved in thought and discussion around the curriculum, have the ability to enhance their content mastery and delivery". Lifelong learning initiated by teachers immensely benefits the development of future and current leaders. It seems plausible to presume that "the majority of teachers in the fourth category are most of the people who deliberately chose the teaching field, because they are freely interested in the profession" (Merrow, 2015). Qualifications only serve as an overt way of identifying and classifying people. The real teacher barometer focuses on quality of experiences, personality and other significant variables which are perplexing to measure and or define.

It should be the dream of each teacher to become what Corwin categorizes as the "professional teacher" (as cited in Hooper, 1971). This teacher type neatly fits into the last two categories of teacher development stages as conceived by Good. He or she emphasizes the uniqueness of problems which he[she] faces, is flexible within the broad policy of the school, adopts readily to changes, emphasizes the importance of the curriculum knowledge, gives his loyalty to the wider profession and takes innovators as his reference groups, and participates in a representative administration (Hooper, 1971).

It is also imperative for teachers and educators to improve their relationships with pupils by making the extra effort of acquainting with the social circumstances of their pupils. Our diverse classrooms "offer valuable opportunities for advancing the development of dialogue; concern for other's viewpoints, rights and welfare; a democratic ethos and skills; and the development of honesty, tolerance and trust" (Pamela Barnett, 2011). This is helpful in this global village where issues of insensitivity towards peripheral groups continue to rear its proverbial ugly head. In the same relationships vein, "colleges ought to engage in more structured relationships education, given the pivotal role of relationships in the lives and academic well- being of students" (Chitiga, 2014).

Teacher to student relationships and student to student relationships exercise an overbearing influence on the academic and social success or otherwise of pupils. It is deplorable that in spite of this gravity, the area remains under- invested.

Lastly, educators and teachers must realize the changing climate in world economic circles where machines and robots are fast supplanting human manual labor. It is thus counterproductive to keep pouring scarce material and human resources towards this moribund end. Instead, ceaseless endeavors must be put in pursuit of a 21st millennium centered education system which hinges around creativity, collaboration, communication and critical thinking. Today, much success lie in being able to communicate, share, and use information to solve complex problems, in being able to adapt and innovate in response to new demands and changing circumstances, in being able to command and expand the power of technology to create new knowledge.(Kamehameha Schools Research and Evaluation Report, 2006).

In conclusion, if one earnestly and genuinely introspects and observes peer teachers in light of the preceding discussion, "it is possible to draw certain characteristics and then perhaps work toward personal and fellow development" (Lauwarier and Akka, 2015). Transformational educational leaders, who are genuinely concerned about developing employees could offer individualized professional development that targets key areas of need. Inspiring and motivating teachers to perform at their highest levels and strive to become more student-centered and content experts. Proper introspection could therefore result in increased teacher effectiveness and thus to the general rise of the teaching field into an esteemed profession. It is the pleasant burden of every teacher to invariably seek further and continuous self-improvement activities. It stands to reason that in this plastic world, complacence is confederacy with death. Think, act and reflect is the secret to success.

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