TRANSFORMING EDUCATION SYSTEM: A FUTURISTIC PERSPECTIVE

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Abstract

Purpose of education in a country is the preparation of the youths (new recruits of the society) for effective future living in a changing society without loss of those aspects of the culture that have been time valued. Education system must respond to the changing needs of students and their teachers. This is usually achieved by the education system with a well-articulated and well-designed set of learning experiences that rise above varied cultures that interact with one another. Nations look into the future with saintly resolve of achieving a good system that is able to produce and train nationals that are able to meet the demands of the future and not lagging behind in a competitive world. The accomplishment of set goals on what education should be in the future demands a clear vision of the future. This involves total commitment of both material and financial resources to the educative process. This paper recommends a change in method of instruction, some new interactional framework for learning made possible by new technologies, and explored some of the implications of these new frameworks for the physical settings of learning.

Keywords: Learning Experience, Financial Resources, Transformation.

Introduction

"Education is now the number one economic priority in today's global economy." - John Naisbitt

Future of education is uncertain, still one can predict it. If we talk about the future scenario of Indian education it is discouraging. The reformation in the education sector is being carried out, no doubt the education scenario of the country will change very soon. The government is now taking various steps to universalize the elementary education in the country. Various non-government organizations (NGOs) have also come forward to join the revolution. At the higher level, significant changes have taken place in the education system. In the past few years, the scientific and technological developments in the country has got global attention. The future of education system may be summarized on the following lines:

- Future education will be exceptional.
- Role of education in future will be dynamic.
- Focus will be on technical and professional education.
- Barriers in integrated education will be removed.
- Education will be based on social requirements.
- Present flaws of our school education system will be overcome.
- A different kind of student will emerge in future.

Creating a Futuristic Educational System

1. The educational system for the Third Millennium should be based on environmentally focused direct-experience learning, taught within an educational environment that substitutes the Darwinian concepts of conflict and competition, with the concepts of creativity, cooperation, and consciousness development.
2. There is need of effective communications competency and digital fluency at all educational levels. Subjects should include: computer literacy, distance learning, digital photography and videography, media presentations, website design construction, and the fundamentals of electronics.
3. High-tech should be craftily combined with high-touch. Caring and sharing between students and teachers should be the norm – resulting in the emergence of powerful new learning systems, which will be continue to evolve and be socially relevant for the future.

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4. Development of group-consciousness' and a sense of community belongingness should be encouraged throughout the educational system. Students should be brought together to experience creative thinking and strategies for the assistance of their own learning community and for the greater interrelationships of humans to all life on Earth.

5. Innovative approaches of learning should be emphasized. A Neo-Renaissance approach focuses on mentoring and hands-on, project-centered learning. Each student should be provided with a working knowledge of basic skills, which could be used throughout their lives. There should be high priority of self-reliance, creative thinking, and problem solving in the educational programs.

6. Students should be "Career-Related" in that they should be designed for optimum success, survival, and happiness in the real world of personal and professional activities and interactions.

7. For the development of each individual's innate intuitive abilities consciousness technology should be combined into all aspects of the educational programs. A heightened awareness of the various aspects of consciousness technology should be key aspects for survival and success of rapidly shifting and evolving Tri-Millennial society.

There is growing recognition that the world today is defined by change, complexity and hyper-connectedness, and that education systems are falling behind in terms of equipping students with the skills that are essential to flourishing in the world and to making the world a better place. Here the role of teachers in transforming education systems in equipping students with the Mindsets, Essential Skills, and Habits to succeed in college, career, and life is indispensable.

Role of Teacher Leaders in Transforming Education

Teachers as leaders can assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire education systems capacity to improve. Because teachers can lead in a variety of ways, so they can serve as leaders among their peers. Then what are some of the leadership options available to teachers? The following roles are a specimen of the many ways teachers can contribute to their schools' success.

1. Teacher as Resource Provider

Teachers help their generations by sharing instructional resources. These can be Web sites, instructional materials, readings, or other resources to use with students. They might also share professional resources as articles, books, lesson or unit plans, and assessment tools. Teacher becomes a resource provider when she/he offers extra copies of resource material to students and share with colleagues.

2. Teacher as Instructional Specialist

Teacher as an instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for distinguishing instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues. When his fellow science teachers share their frustration with students' poorly written lab reports, teacher suggests that they invite several English teachers to recommend strategies for writing instruction. The two English teachers serving as instructional specialists, the science teachers observe a number of lab reports together and identify strengths and weaknesses. The English teachers share approaches they use in their classes to improve students' writing.

3. Teacher as Curriculum Specialist

To understand 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 steady curriculum implementation throughout a school system. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments.

4. Teacher as Classroom Supporter

Teacher as Classroom supporters work inside classrooms to help students implement new ideas, often by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found 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.

5. Teacher as Learning Facilitator

Facilitating professional learning experiences among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on it directly improves

student learning. Teachers professional learning becomes more relevant, focused on teachers' classroom work, and united to fill gaps in student learning. Such communities of learning can break the norms of segregation present in many schools.

6. Teacher as Mentor

Serving as a mentor for students and novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant influence to the development of a new professional.

7. Teacher as School Leader

Being a school leader means helping on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representative the school on community or district task forces or committees. A teacher leader shares the vision of the school, bring into line his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

8. Teacher as Data Coach

Although teachers have access to a great deal of data, they do not regularly use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to reinforce instruction.

9. Teacher as Catalyst for Change

Teacher leaders can also be catalysts for change, futurists who are "never content with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to frequent improvement. They pose questions to produce analysis of student learning.

10. Teacher as Learner

Among the most important roles teacher leaders undertake is that of learner. Learners model continual improvement, reveal lifelong learning, and use what they learn to help all students achieve. Other teachers also encouraged by willingness to discuss what works and what doesn't, begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a medium in which teachers learn from one another.

On the whole teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles begin as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that appropriate their talents and interests. Regardless of the roles they assume, teacher leaders form the culture of their schools, improve student learning, and effect practice among their peers.

Conclusion

We can envision substantial changes in the futuristic educational system, yet not so far away that we have no basis of making reasonable predictions. In this paper, we have presented some new interactional outline for learning made possible by new technologies, and explored some of the implications of these new frameworks for the educational environment. There is an increasingly diverse media for learning where the challenge for educators is to determine the goals that each medium can best accomplish and the resources essential. And this challenge will remain a continuing challenge, as technologies continue to change, impacting both learning and doing, and providing new ways for productively assimilating learning and doing. Thus, education system must include extraordinary infrastructure and innovative teaching tools to raise standard of education. There is intense need of transforming education systems to adapt to the demands of the futuristic world. It necessitates the capacity to see the world through different lenses, to appreciate different value systems, to respect different cultures.

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