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"New approaches of educational management"

Those who are being educated have rather a difficult time with their parents, their educators and their fellow students: already the tide of struggle, anxiety, fear and competition has swept in. They have to face a world that is overpopulated, with undernourished people, a world of war, increasing terrorism, inefficient governments, corruption and the threat of poverty. This threat is less evident in affluent and fairly well-organized societies, but it is felt in those parts of the world where there is tremendous poverty, overpopulation and the indifference of inefficient rulers. This is the world the young people have to face, and naturally they are really frightened. They have an idea that they should be free, independent of routine, should not be dominated by their elders; and they shy away from all authority. Freedom to them means to choose what they want to do; but they are confused, uncertain and want to be shown what they should do. The student is caught between his own desire for freedom to do what he wants and society's demands for conformity to its own necessities, that people become engineers, scientists, soldiers, or specialists of some kind. This is the world students have to face and become a part of through their education. It is a frightening world. We all want security physically as well as emotionally, and having this is becoming more and more difficult and painful.

All teachers hold personal conceptions of and approaches to teaching resulting from their experiences as students and teachers). Studies on teachers' approaches to teaching identify two qualitatively different categories. The 'learning-focused'

approach is about teaching as facilitating students' learning and learning as knowledge construction, while the 'content-focused' approach concerns teaching as transmission of knowledge and learning as absorbing the transmitted information. Among these, we can identified four subcategories of teaching: teaching as transmitting information; teaching as making information accessible to students; teaching as meeting learning needs; and teaching as facilitating students to become independent learners. Each of these conceptions is manifested through teacher behaviour such as motivational approaches, teaching strategies, attention to and engagement with students, and assessment practices.

Many argue that individual academics experience the world of teaching differently and therefore have different conceptions of it. They state that a teacher-centered focus is seen across the range of studies as constituting a less sophisticated view of teaching than a learner-centered focus, and is regarded as less likely to produce high-quality learning outcomes amongst students. They suggests that teacher-centered approaches and student-centered approaches do not constitute two different categories, but rather that they relate to each other, in the same way as there is a relationship between conceptions of teaching and learning.

The debate surrounding the idea of considering whether student-centred and teacher-centered approaches represent two ends of one continuum or whether they are separate categories has also been investigated by many scientists. In their opinion, the latter view emphasises that a student-centered teacher might sometimes use features that are typical of teacher-centered teaching depending on the teaching context. However, a corresponding relationship in the opposite direction is not possible.

Some studies have explored the relationship between teachers' conceptions and student learning or focused on the university teachers' experience of change in their understanding of the subject matter. Others have linked the perceptions of the teaching environment or the disciplines with approaches to teaching and maintain that

changes in the teachers' teaching and learning environment prompt new concerns and changes in teaching practices. Finally, research also investigated the relationship and

describes five stages in the development of a university teacher and explores what happens within each stage and in the transition process from one stage to the next. Stages 1 – 3 comprise a single phase in which academics work on different aspects of teaching or presenting the material, while in the second phase, there is a shift in the focus from teachers' teaching towards students' learning. Similarly, Nyquist and Sprague's scheme (1998) underlines a shift in the development of beginning teachers from the emphasis on the self (stage 1) to the skills (stage 2) to the student (stage 3). Changes in the development of beginning teachers are described according to four dimensions: concerns, discourse level, relationship with students and relationship with authority. They conceive the development as occurring in a three-stage process.

This suggests a progression in teachers' beliefs in their approaches to teaching and learning and an improvement in the sophistication of teaching strategies, leading to deeper engagement with students. Teachers' beliefs are also affected by personal and contextual factors related to their professional pathway (e.g., including experiences with various teaching models, teaching working culture, own teaching philosophy, pedagogical training). We can conclude that it is impossible to claim that all teachers can reach a teaching approach focused on the students' learning, unless they undergo extensive pedagogical training. Teaching preparation courses do have an influence on teaching conceptions and behaviour but there are many other variables to be controlled for to support efficient changes in teaching practices.

At present, most universities offer professional development activities designed for new staff, and for other academics wishing to develop advanced expertise and leadership skills in university teaching roles. Through a combination of seminars and practical activities such as peer review of teaching and reflective portfolios, participants gain insight into principles and theories of effective university teaching. These insights can be used to inform their teaching practice.

have learnt to become teachers by applying the models they had experienced, thus their teaching approach has been content-centered rather than student-focused. New developments and research reported above require changes to the way teachers teach and think. Academics must begin to think about teaching and learning differently, in a scholarly way in order to challenge their long-held conceptions.

Understanding the false as the false, seeing the true in the false, and seeing the true as the true, is the beginning of intelligence. It is not a question of replacement. You cannot replace fear with something else; if you do, fear is still there. You may successfully cover it up or run away from it, but fear remains. It is the elimination of fear, and not the finding of a substitute for it, that is important. Discipline in any form whatsoever can never bring freedom from fear. Fear has to be observed, studied, understood. Fear is not an abstraction; it comes into being only in relation to something, and it is this relationship that has to be understood. To understand is not to resist or oppose.Education has no meaning unless it helps you to understand the vast expanse of life with all its subtleties, with its extraordinary beauty, its sorrows and joys. You may earn degrees, you may have a series of letters after your name and land a very good job, but then what? What is the point of it all if in the process your mind becomes dull, weary, stupid? So while you are young must you not seek to find out what life is all about? And is it not the true function of education to cultivate in you the intelligence which will try to find the answer to all these problems? Do you know what intelligence is? It is the capacity to think freely without fear, without a formula, so that you begin to discover for yourself what is real, what is true. But if you are frightened you will never be intelligent. Any form of ambition, spiritual or mundane, breeds anxiety and fear, therefore ambition does not help to bring about a mind that is clear, simple, direct, and hence intelligent.

The post-experience programmes may also be complemented with other dynamic measures such as specific teaching staff development activities including systematic mentoring, observation-based video feedback, action research and work-based learning to enable participants to develop subject-specific pedagogical practices.

Additionally, they promote the creation and consolidation of professional communities of practice to support the application of disciplinary and pedagogical knowledge and skills among peers.

No matter the age at which it occurs, human learning is based on a common set of principles. While adults have more life experience to draw from than younger learners and are often clearer about what they want to learn and why it is important, the means by which the learning occurs is remarkably similar: Learning is experience plus reflection), and the ability to acquire new ideas from experience and retain them in the memory. Learning is organic, sometimes incidental, not highly structured; it only partly happens in the formal setting or classroom, it is more or less intentional and driven by the learner. Learning also happens informally while working.

This may include different kinds of teaching practices, beliefs about learning and teaching, behavioural intentions and affective states. Teachers learn from their own practical experience and enhance their learning in the workplace in collaboration with their peers and students.

Deep approaches to learning have to be considered in the design of teachers' training to enhance academics' learning processes. There are some implications in doing so. First, teaching and learning methods should support the aims and intended outcomes of the programme. Learning methods used in professional development should mirror the methods teachers are expected to use with their students as closely as possible. Second, teaching should make the structure of the topic explicit, and should elicit active responses, confront and eradicate misconceptions, and build on what teachers already know. Finally, teaching should promote deep rather than surface learning.

Teachers develop through a cycle of continuing reflection and through conventional forms of staff development (e.g., workshops and conferences). They also learn through informal forms of training (including peer review, reading, sharing within their communities of practice). These forms of learning should be enhanced by capturing what teachers learn from these activities and by exploring in their own

teaching context how they might test and apply what they have learnt. Series of opportunities to reflect with colleagues from different disciplines can contribute to enhancing the scholarship of teaching and learning.

As a final reflection, it is strongly suggested that professional development for university teachers should be embedded in an institutional framework for quality teaching or within a university's teaching and learning strategy. Programmes should also be aligned to teachers' professional evaluation, recognition and reward of good teaching. Teaching quality has to be assured and enhanced by, in part, the evidences collected and reported from students' feedback on teaching. The desired institutional learning culture should assure coherence among these diverse institutional programmes aiming at supporting teachers, students, and the enhancement of professional practice. An institutional developmental framework with opportunities for formal and informal training is a suggested approach which will likely engage academic staff in actively pursuing their own personal learning.

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