



Recent approaches to teacher preparation in Palestine

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APA Citation:

Albadawi, B & Sabbah, S. (2020). Recent approaches to teacher preparation in Palestine. *Journal of Language and Linguistic Studies*, 16(3), 1637-1648.

Submission Date:12/07/2020

Acceptance Date:24/09/2020

Abstract

An analysis of recent programs in Palestine for developing teachers provides a look at these programs and examines their standards. Education in Palestine needs to be improved, as well as clear and explicit policies for teacher education and the ongoing development of teachers. The aim is to raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment. It also aims to improve academic staff's ability to teach and conduct research in the Palestinian universities through the Project. Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. This can be traditional or closed, with an objectivist focus on learning outcomes, or progressive or open, with a student-centered focus on the learning process. In many countries, higher education institutions provide the majority or a student's entire initial teacher training. An analysis of innovation programs in Palestine for developing teachers provides a look at these programs and examines their standards. The SPEP aims to improve classroom pedagogy through the use of Information and Communication Technologies (ICT) in schools in Palestine. For each school, an improvement plan is developed that includes specific action plans and targets as well as clearly defined success criteria. For the next 36 schools to get involved, this phase will assess how well they are doing in terms of their goals, as well as finalise and adapt the various products and materials developed during the implementation phase into guidelines and prototypes.

Keywords: Recent developments; Information technology; teacher education; teaching innovation; teacher preparation; Palestine

1. Introduction

The innovation program in Palestine for developing teachers provides a look at these programs and examines their standards. The Ministry of Education launched the Palestinian Education Development Strategic Plan/2008-2012 (EDSP) in 2008. A Teacher Education Strategy was also developed by MOEHE because it recognized the importance of teacher training. Education in Palestine needs to be improved, as well as clear and explicit policies for teacher education and the ongoing development of teachers. The aim is to raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment. It also aims to improve academic staff's ability to teach and conduct research in the Palestinian universities through the Project.

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Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. In many countries, higher education institutions provide majority or all of a student's initial teacher training. This can be traditional or closed, with an objectivist focus on learning outcomes, or progressive or open, with a student-centered focus on the learning process. Having good teachers is critical to the growth of the country, and the best teachers can only be produced through education.

There has been an unprecedented rise in the number of teacher education institutions due to a lack of supply. Teacher education has become a profitable business because of the rising demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment. It has also resulted in a large-scale proliferation of low-quality teacher training schools. An educationist's first duty is to make every rural peasant aware of his or her position in rural society. Teacher preparation is lacking in many ways, but efforts have been made to improve these aspects. There is less opportunity for social recognition, honors, rewards, and incentives. Many teachers lack knowledge of the subject matter they teach, and they lack teaching skills. Innovations in teacher education programs are one of the most important solutions to all of these and other issues. The quality of a state's teachers has a direct impact on its future and teachers are often referred to as "nation builders". A major output of the Teacher Education Improvement Project is Annex PTPDI (TEIP) which provides a framework for teacher professional development in Palestine.

2. Background

Teachers need opportunities and incentives for professional development throughout their careers to keep their knowledge and understanding of teaching fresh, expand, and enhance their abilities and practices. Use a visual network of education policy to examine the connections between various subjects. The Ministry of Education launched the Palestinian Education Development Strategic Plan/2008-2012 (EDSP) in 2008. A Teacher Education Strategy was also developed by MOEHE because it recognized the importance of teacher training in determining the quality of education and school effectiveness. To better manage the teacher education system, regular accreditation of teacher education programs is necessary.

Even in education, quality is a primary concern. Access, cost, and quality are all issues that have been around since the formal education system was established. Quality is a vague and difficult concept to pin down, but there have been some notable attempts. Teaching quality is much more difficult to define. When teaching, the relationship between the teacher and the student is not like that between a service provider and a customer. As a result, the quality of teacher education should be defined in terms of excellence, value, and enrichment. Since the dawn of time, teaching in Palestine has been a recognized and revered profession, according to Mukerji (1968). In addition to imparting knowledge and skills, the teacher was expected to lead and guide his students toward achieving supreme knowledge.' Thus, the standards for teachers were extremely high." As stated by NCFTE, (2009) "A prospective teacher's education and training will be effective to the extent that it has been delivered by teacher educators who are competent and professionally equipped for the job". It is the competence of teacher educators that is critical to the quality of pedagogical inputs in teacher education programs and how they are implemented to achieve their intended objectives.

Secondary school teacher education can be improved by conducting research and implementing new ideas. Teachers are trained in teacher education programs to be effective and good teachers who are constantly looking for new ways to incorporate new ideas, techniques, and practices into classroom activities and lessons. National policy on education (NPE) also recognized that "teachers should have

the freedom to innovate, devise appreciate methods of communication and activities relevant to the needs of the community and capabilities" (NPE 92, 1986)

Beginning in early 2007, the Palestinian Teacher Education Strategy (TES) was being developed, and it was officially launched in May of that year. Education in Palestine needs to be improved, as well as clear and explicit policies for teacher education and the ongoing development of teachers.

The aim is to raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment. Six universities, three from Europe and three from Palestine, collaborated to form the project team, all of whom believe strongly in the transformative power of education and innovation. For the project (Harson, 2012), the three European universities involved are the Canterbury Christ Church University, Fontys University of Applied Sciences in Holland, and Eastern Finland's Helsinki University of Technology (UEF). Al-Azhar University in the Gaza Strip, Birzeit University, and Hebron University in the West Bank collaborate with these universities (Mangala, 2001). First, in Palestine, students will be able to pursue specialist pathways in diversity, inclusion, and special education needs or technology-enhanced learning teaching and assessment. It also aims to improve academic staff's ability to teach and conduct research in the Palestinian universities through the Project.

2.1 New Innovations of teacher training in Palestine

When people talk about education, they often bring up memories of tests, homework, and boring classes. Education is inextricably linked to the institution of schooling. It's a common misconception that getting good grades in school will guarantee a person a job, a comfortable living, or even a fulfilling career. Unfortunately, people have these negative views of education, which makes learning a burden rather than an essential part of life. Contrary to popular belief, education is meant to be enjoyable and relevant to the students. As a result (Khoury, 2004), a new method of learning is emerging that is tailored to each student's needs and interests. To put it another way, educational innovation is now being used to create lessons that are both interesting and useful. People are beginning to realize the importance of educational innovation, as has been mentioned previously (Shraim, K., 2014). Because of a computer installed at the entrance of their neighborhood, rather than their school system, they are still in school. These real-world examples show that computers can help open up new and exciting avenues for students to learn because they are intrinsically motivated to do so. It even suggests that students can learn on their own with the help of computers if the conditions are right. For students to be motivated to study and learn, the examples show that education must be engaging or intrinsically motivating for them, which is critical.

Each century has seen a distinct social transformation, as evidenced by the history of mankind. As a result of these changes, there has been a new emphasis and a shift in the educational process, as well. This year's new millennium presents an opportunity for a vibrant and prosperous India that values the contributions of all its citizens and embraces their diversity, according to Selvam (2009).

A nation's economic and social progress depends in large part on the quality of its educational system. In this context, the teacher's crucial role as a provider of knowledge and information to students, the future citizens of tomorrow, is widely acknowledged. Throughout Indian history (Mukerji, 1968), the importance of the teacher as both an educator and a guide has been emphasized. To produce educated citizens of a country, educators practice one of the oldest professions in existence. As a result of teacher education, it has been proven that teachers can be made as well as born. The policies and procedures designed to provide teachers with the knowledge, attitude, behavior, and skills they need to do their jobs well in the classroom are known as teacher education policies and procedures. Pre-service teacher education and in-service teacher education programs are two common

divisions. Teaching can play a significant role in helping society evolve into a better place in the future.

Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. This can be traditional or closed, with an objectivist focus on learning outcomes, or progressive or open, with a student-centered focus on the learning process. In many countries, higher education institutions provide the majority or all of a student's initial teacher training.

Teacher education programs should have the following general goals, according to the National Council for Teacher Education (NCFTE), published in 1996-97,

“Educators and teacher educators should gain a critical understanding of Palestine society. To enable them to act as agents of modernization, social change, and development, and to transmit the national and cultural heritage”.

Teachers have a sacred duty to promote democratic, secular, and socialist values in their students' lives as a whole. As a result, preparing a student-teacher to meet the diverse needs of students in the classroom alone is not sufficient; in addition to theoretical knowledge, a greater emphasis must be placed on the practical aspects of the various components of teacher education to link them to community and national development requirements.

2.2 Humanizing learning, teaching, and becoming a teacher

A nation is built by its citizens, teachers mold citizens, and teacher educators make teachers. "No one can rise above the level of its teachers," as stated in the 1986 National Policy on Education, is correct. Having good teachers is critical to the growth of the country, and the best teachers can only be produced if we have a well-developed system of teacher education and dedicated and efficient teachers-in-training. The current state of teacher education is marked by a rapid increase in the number of institutions and programs offering training. Since primary education development programs such as Operation Blackboard (OB), District Primary Education Program (DPEP) 1995, and SSA (2002) were launched to achieve UEE, there has been an increase in the number of teachers needed to fill these positions. Pressure on existing capacity was exacerbated by a growing backlog of untrained teachers and the necessity of obtaining prior teaching credentials to be considered an eligible candidate for employment as a teacher in this country. There has been an unprecedented rise in the number of teacher education institutions across the country due to a lack of supply. Teacher education has become a profitable business because of the rising demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment. It has also resulted in a large-scale proliferation of low-quality teacher training schools.

2.3 Teacher Education Programs Face Challenges and Problems

Only a few years of pre-service or in-service teacher education will be able to meet society's expectations for teachers. Students should see their teachers as "change agents," not just "transmitters of knowledge and culture," for them to succeed. Although India gained independence decades ago, Gupta (2009) asserts that "despite the miserable conditions of the teachers, we still have 40 percent of the Indian population living below the poverty line." To begin with, an educationist's first duty is to make every rural peasant aware of his or her position in rural society. Teacher preparation is lacking in many ways, but efforts have been made to improve these aspects and increase their quality. Teacher training is hampered by a lack of understanding of the social context within which teachers operate. Educational programs, including teacher evaluations for quality, power, and status, are heavily influenced by sociological forces.

There are several common issues in teacher education, including, A commercialized short-term program to clear the backlog of untrained teachers in schools; As long as there is a demand for trained teachers in each state and a supply of those teachers, the government will allow new institutions to open, even if they don't meet the prescribed standards. Admission criteria and requirements vary from state to state, and this course should be reevaluated in light of the professional needs of student teachers. There is less opportunity for social recognition, honors, rewards, and incentives. Many teachers lack knowledge of the subject matter they teach, and they lack teaching skills and motivation. The curriculum for pre-school teacher training lacks standardization.

Even in teacher education programs, many subjects, such as art, craft, and drawing, are not included in the curriculum. Even though these subjects are well taught in schools, Mangala (2001) claims that there is no provision for training teachers in the arts and crafts like music, art, and so on. Innovation in teacher education programs is one of the most important solutions to all of these and other issues. Innovating in the right way can improve quality.

2.4 Innovations Quality Assurance Practices

A well-educated person is more likely to have a creative and healthy mind. Every nation's development efforts revolve around education. The teacher is the foundation of this purposeful and continuous process. The quality of a state's teachers has a direct impact on its future. As a result of this, teachers are often referred to as "nation builders." When it comes to curricular transactions and related issues, the teacher is not aware of the most recent developments.

Students will benefit from state-of-the-art Smart Learning Rooms, as well as personal online learning spaces, as part of the new degree programs that will be implemented. These advancements will allow teachers to be more creative and allow students to have more control over their education. The degree programs will be transformed by these innovations in learning, teaching, and assessment.

An important output of the Teacher Education Improvement Project is Annex PTPDI (TEIP) which provides a framework for teacher professional development in Palestine. TEIP is expected to have a long-term impact on improving teacher quality and making a significant contribution for many years to come. There were many people involved in the seven-year project to improve teacher preparation and qualification.

3. Problem Statement

- To examine the process by which Palestine's teachers' professional development programmes (TPDPs) are planned, implemented, and followed up.
- Find the approaches employed in teacher training that should be improved in a way that engages the involvement of the trainees.

4. Research Question

- Examine the theoretical competence of teacher educators that is critical to the quality of pedagogical inputs in teacher education programs?
- How they are implemented to achieve their intended objectives?
- How the educators and teacher educators should gain a critical understanding of Palestine society?
- How to raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment?
- Determine the most important single factor in improving educational quality is teachers?

5. Research Objectives

- The aim of study to discover the competence of teacher educators that is critical to the quality of pedagogical inputs in teacher education programs.
- The educators and teacher educators should gain a critical understanding of Palestine society.
- To raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment.

6. Research Significance

An analysis of innovation programs in Palestine for developing teachers provides a look at these programs and examines their standards. It aims to improve academic staff's ability to teach and conduct research in the Palestinian universities. Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. In many countries, higher education institutions provide majority or student's entire initial teacher training. There has been an unprecedented rise in the number of teacher education institutions due to a lack of supply. It has also resulted in a large-scale proliferation of low-quality teacher training schools. Teachers are often referred to as "nation builders". The quality of a teachers has a direct impact on its future. Innovating in the right way can improve quality. Smart Learning Rooms and online learning spaces will allow students to have more control over their education.

Any aspect of teaching, learning, training, or managing a school can be improved through experimentation or innovation in order to overcome problems and difficulties that they face on a daily basis in their daily operations.

Pre-service teacher preparation programmes, as well as in-service programmes for teachers across the country, are all supported by a network of national, provincial, and district resource institutions. These institutions work together to improve the quality and effectiveness of teacher preparation programmes.

The school system's new demands on teacher education are prompting a shift in the focus of teacher training programmes. Changing student needs and advancements in technology have widened the teacher's scope of responsibility.. It's now the teacher's role in teaching-learning situations to assist students in discovering their own talents, realizing their physical and intellectual potentials to the fullest extent possible, developing character and desirable social and human values to function as responsible citizens.

7. Methodology

Methodological research rigor was found in action research, a practitioner-led form of investigation that aims to identify needs and work collaboratively toward practice change and professional teaching development. The trainees were asked to keep a journal, and to share aspects of it with the group at the end of the course. It is possible to increase the efficiency of a teacher's instruction by combining appropriate teaching methods with strong leadership. The goal of teacher education is to produce teachers who are capable of leading the nation forward in a variety of ways, including in the classroom. Refining one's teaching is an ongoing process of examining one's own practice, taking into account the various contexts in which teachers find themselves in the classroom. In the classroom, teachers can use reflective teaching as a personal tool to observe and evaluate their own behavior. An analysis of innovation programs in Palestine for developing teachers provides a look at these programs and examines their standards. Students actively participate in problem-solving and critical thinking as

part of a learning activity in a constructivist classroom. Reflective practice was important to maintain the critical pedagogy framework constantly at the core of the pedagogical action.

7.1 Conceptualization and Meaning of Innovative Practices in Teacher Education

In the teaching and learning process, there is a wide range of definitions of what constitutes an innovation, reform, or development. The use of colored chalk and basic audio-visual materials, for example, may be considered an educational innovation in some developing regions while innovations may refer to the development and use of sophisticated technologies and methods, practices, etc. in other more wealthy countries. Furthermore, this technology has permeated every aspect of our social and cultural lives in Palestine, as has been the case in other countries.

Over the years, there has been a significant shift in the ways and means of providing educational services. For all levels of teaching, teachers' quality and training can be improved through the use of research and innovation. They demand the introduction of new ideas and practices in the classroom and other curricular and co-curricular activities. It is possible to increase the efficiency of a teacher's instruction by combining appropriate teaching methods with strong leadership. The goal of teacher education is to produce teachers who are capable of leading the nation forward in a variety of ways, including in the classroom.

7.2 Educator Preparation: Some New Approaches

A few of the more creative suggestions that should be pursued are as follows, "Cooperative or Collaborative learning" when they have to work together under tight deadlines and constraints. When two or more people work together to learn something, it's called collaborative learning. Using this method, students work together to investigate a significant issue or create an important project. As an example of collaborative learning, students from different schools can work together on an assignment via the internet to discuss a lecture. In the classroom, teachers can use reflective teaching as a personal tool to observe and evaluate their own behavior.

There are many ways you can use this process, from a private one to one in which you gather information about what happened in your classroom and analyze it from afar. Refining one's practice is an ongoing process of examining one's own practice, taking into account the various contexts in which teachers find themselves in the classroom and the various roles they play.

7.3 Teacher Education and Constructivism.

Piaget, Vygotsky (2009) contributed to the development of the constructivist paradigm. Many dominant views on learning have been combined into this framework. Students actively participate in problem-solving and critical thinking as part of a learning activity in a constructivist classroom. Through this process, students build their own knowledge by testing ideas and approaches based on their own prior learning's as well as their own experiences. It is the teacher's job to help students develop their critical thinking, analysis and synthesis skills throughout the course of study. The teacher is also a participant in the learning experience. As a result, teachers should encourage students to change their thinking by presenting them with tasks that present them with challenges. An effective problem-solving instruction method is one that encourages students to think critically and creatively about the issue at hand, thereby encouraging them to come up with a rational solution.

7.4 Blended-Learning and Teacher Education

Blended learning describes an approach to learning where teachers use technology to supplement and enhance live instruction, or perhaps use components of an instructor-centered Web course that require significant instructor presence and guidance. In a blended learning approach, learners are supported and guided as they complete their own independent learning tasks. A variety of communication, information, and management tools are made available to teachers and students when the Web is used in these situations. Students in teacher training programmes, especially those in large groups, may benefit from blended learning because of these characteristics (Holmes, 2018).

7.5 Teacher Education and Soft Skills

The development of human capital is critical to a nation's growth because it is the driving force behind that growth. Quality human capital is the result of a well-designed and well-planned education system that provides quality education. Soft skills are personal attributes that enhance an individual's interaction, job performance, and career prospects, whereas hard skills tend to be specific to a particular task or activity. Personality traits, social grace, and fluency in language, personal habits, friendliness, and optimism all fall under the umbrella of soft skills, which can be characterised by varying degrees. Thus, the curriculum of teacher education could contribute to the development of a holistic human capital, which can foster economic, social, and personal development, through the application of soft skills. The profession's success depends on incorporating soft skills into the teacher education curriculum.

7.6 Problems with Enhancing Palestine's Teacher Preparation

All of these factors play a role in the quality of teacher education at any level: the aims, the Curriculum and the institutions where the teachers are trained. The final product is the most critical consideration of all of these factors. When it comes to teacher education, this is the real benchmark. However, the current reality is that no matter what level of teacher education one attends, the graduates are never up to the task. There is no understanding or attitude toward education or teaching that these teachers have, nor any ability to train in activities. Teachers' lack of integrity and commitment to their jobs has become an epidemic in the country, and it is not just the schools themselves (Harzallah, 2018) that are to blame for this; rather, the entire society and the controlling agency must be held accountable.

7.7 The SPEP (Support to Palestine Education Program) Project Purposes

As a result of the SPEP intervention, schools in the Palestinian Territories will grow and education will improve as a result of a comprehensive school development process. In order to strengthen the school's capacity for self-improvement, SPEP supports the development of a process where the school can self-evaluate in the areas of effectiveness of learning and teaching, student participation, management, ICT skills, teachers' relationships and satisfaction, leadership and networking and the relationship and involvement of parents and the community. Sharing of best practices, expertise, and resources between schools participating in the SPEP should create a supportive environment (Isaac, 2019) in which change can be adopted and sustainability can be increased. For each school, an improvement plan is developed that includes specific action plans and targets as well as clearly defined success criteria for each one. Micro grants are available to fund specific projects that address the school's unique needs. A local university and the Ministry of Education and Higher Education

(MoEHE) collaborate on a six-school-at-a-time approach to improving the quality of education and identifying standards and targets for educational excellence.

7.6 In the Project, there are various stages

Some delays in UNDP's contracts with universities and the Ministry of Education and Higher Education (MoEHE) delayed the start of the project at the end of 2005. The project is broken down into the following stages. School improvement plans and microgrant projects were developed in this phase. This phase was aimed at collecting data for the situation analysis of schools and self-evaluation and selecting targets for quality education. However, it is important to note that following the election victory of Hamas (in January 2006), the public sector was left short of funds, resulting in salary reductions as a result of the Quartet's economic blockade (the UN, the EU, the United States, and Russia). From September to November of 2006, teachers and school administrators across the country went on general strike over this issue. Consequently, it was impossible to make projects or proposals for actions with schools for a long time and this phase was delayed for several months. It's time to put it into action.

Aiming to begin all activities for coaching, monitoring and developing courses and materials, tutoring and providing certified Continuing Professional Development to teachers and principals in schools according to the needs of the schools, improvement plans and microgrants. For the next 36 schools to get involved, this phase will assess how well the schools are doing in terms of their goals, as well as finalise and adapt the various products and materials developed during the implementation phase into guidelines and prototypes that can be used in other learning contexts in Palestine.

Supporting and working with Palestinian universities and the Ministry of Higher Education (MoHE) in the ICT component, the University of Bologna's Department of Education has a technical advisory role in the SPEP. Working with the ICT focal points of universities, the Ministry of Higher Education, districts, as well as schools for the benefit of all parties. As part of the project's efforts to improve classroom pedagogy through the use of ICTs, teachers will be trained through activities complemented by carefully considered action research, which will provide a context for both practical training and elements for the completion (either as integration or new development) of the theoretical training component. Bottom-to-top strategy

In order for ICT to have an impact on the Palestinian education system, students and teachers need to be re-conceptualized as active participants in meaningful learning. Literacy is more than just general and technical skills in this model.

It is not necessary to make ICT available in schools for teachers and students to use it and produce new knowledge. Schools are encouraged to use ICT knowledge and critical practice by the University of Bologna, which provides relevant pedagogical models for the use of ICT and provides various tools (software, videogames, learning objects), as well as best practices and guidance for pedagogical experimentation with ICT in daily didactic practice (in classroom). As a bottom-up approach, it is necessary to respect Palestinian schools and teachers as well as students by integrating ICT (Guerra, 2002) into the teacher's practice, not only by using our general pedagogical models but also by experimenting with local models in a critical and original way (compared to the traditional know-how). Providing teachers with the tools they need to reflect on their own performance and produce new learning materials is essential.

In September 2007, the ICT focal points from universities and the Ministry of Education and Higher Education (MoEHE) gathered in Italy for a two-week residential workshop in which they were able to visit schools and meet experts in the field. Training for all teachers in basic ICT use and training for teachers who will train their colleagues was planned from this workshop. Pedagogical

training on ICT where input of training and experimentation are immediately followed by school experimentation was also planned. In addition, a website serves as a platform for distributing information, conducting research, exchanging ideas, and providing best practises. For a pedagogy that can be sustained

The model of intervention is based on the idea of developing competences at the local level (Universities, the Ministry of Education and Higher Education, and schools) and establishing long-term relationships between universities and teachers. The use of technologies with low economic impact and open to various cultural interpretations must therefore be emphasised. What matters is how we use technologies, rather than the technologies themselves, rather than the technology itself.

7.7 The current state of affairs of teaching innovation in Palestine

Teachers are now able to use computers and the internet to prepare materials, presentations, homework, etc. after completing the ICT basic skills training. Small projects monitored by universities are helping to change teachers' attitudes toward ICT, and they're eager to learn more about it. UNDP has decided to suspend the ICT component in Gaza because of the current political situation and a number of issues with the Ministry of Education and Higher Education (MoEHE). The pedagogical training has been postponed and will begin at the end of August 2008, and micro grants will be distributed in September to fund schools' projects (ESCWA, 2015). Our implementation phase has just begun, and it will be exciting to see how it goes.

8. Conclusion

An analysis of innovation programs in Palestine for developing teachers provides a look at these programs and examines their standards. Education in Palestine needs to be improved, as well as clear and explicit policies for teacher education and the ongoing development of teachers.

The aim is to raise the quality of teacher education programs in Palestine through technology-enhanced learning teaching and assessment. It also aims to improve academic staff's ability to teach and conduct research in the Palestinian universities through the Project. Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. In many countries, higher education institutions provide majority or all of a student's initial teacher training. This can be traditional or closed, with an objectivist focus on learning outcomes, or progressive or open, with a student-centered focus on the learning process.

Having good teachers is critical to the growth of the country, and the best teachers can only be produced through education. There has been an unprecedented rise in the number of teacher education institutions due to a lack of supply. Teacher education has become a profitable business because of the rising demand for trained teachers and the belief that a training certificate acts as collateral against future unemployment. It has also resulted in a large-scale proliferation of low-quality teacher training schools. Students should see their teachers as "change agents," not just "transmitters of knowledge and culture," for them to succeed. Teacher training is hampered by a lack of understanding of the social context within which teachers operate. The quality of a state's teachers has a direct impact on its future. Innovating in the right way can improve quality.

Students will benefit from state-of-the-art Smart Learning Rooms, as well as personal online learning spaces, as part of the new degree programs that will be implemented. Teacher education is the process of preparing future teachers by providing them with a solid grounding in pedagogy. There has been an unprecedented rise in the number of teacher education institutions due to a lack of supply. This has resulted in a proliferation of low-quality teacher training schools. An analysis of recent

programs in Palestine for developing teachers provides a look at these programs and examines their standards. Teachers' quality and training can be improved through the use of research and innovation. It is possible to increase the efficiency of a teacher's instruction by combining teaching methods with strong leadership. Teachers can use reflective teaching as a personal tool to observe and evaluate their own behavior. Many dominant views on learning have been combined into this framework. A teacher's job is to help students develop critical thinking, analysis and synthesis skills throughout the course of study.

As a result, teachers should encourage students to change their thinking by presenting them with tasks that present them with challenges. Blended learning describes an approach to learning where teachers use technology to supplement and enhance live instruction, or perhaps use components of an instructor-centered Web course. The SPEP is a six-school-at-a-time approach to improving the quality of education and identifying standards and targets for educational excellence. For each school, an improvement plan is developed that includes specific action plans and targets as well as clearly defined success criteria. Some delays in UNDP's contracts with universities and the Ministry of Education and Higher Education (MoEHE) delayed the start of the project at the end of 2005. As a bottom-up approach, it is necessary to respect Palestinian schools and teachers as well as students by integrating ICT into their practice. Providing teachers with the tools they need to reflect on their own performance and produce new learning materials is essential. Teachers are now able to use computers and the internet to prepare materials, presentations, homework, etc. after completing ICT basic skills training. Small projects monitored by universities are helping to change teachers' attitudes toward ICT.

9. Recommendation

Having good teachers is critical to the growth of the country, and the best teachers can only be produced through education. There has been an unprecedented rise in the number of teacher education institutions due to a lack of supply. This has resulted in a proliferation of low-quality teacher training schools. An analysis of recent programs in Palestine for developing teachers provides a look at these programs and examines their standards. A teacher's job is to help students develop critical thinking, analysis and synthesis skills throughout the course of study.

As a result, teachers should encourage students to change their thinking by presenting them with tasks that present them with challenges. The SPEP is a six-school-at-a-time approach to improving the quality of education and identifying standards and targets for educational excellence.

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