

Future research and quality assurance and promotion in teacher training

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Abstract

Teachers are managers who use managerial functions to maintain order and control classroom and educational activities. However, having managerial skills is one of the essential skills of a teacher's job that has been neglected. Classroom management activities include inhibitory and reactive behaviors. Prevent teacher disruptive behaviors and problems and respond to student behavioral problems successfully. Effective teacher management and leadership research in the classroom indicates that the more teachers use appropriate deterrent behaviors and management styles, the more effective and efficient they will be. These findings confirm that students from developing countries are less likely to commit inappropriate and inappropriate behaviors than Western countries, although a significant number of their teachers do less of their educational activities using an effective management style. Paying attention to classroom management How to manage the classroom and apply the best and most

desirable management style is critical. The purpose of this study was to identify the components, measures, and policies related to quality assurance of teacher education and preparing students for quality assurance and promotion in student education. It is hoped that this research can play a role in enhancing the quality and development of teachers' educational development in the country.

Keywords: Teacher Education, Quality Assurance and Improvement, Teacher Education, Students, Educational Activity, Order and Control.

Introduction and expressing the issue

Classroom management of the ideal lesson and efficient leadership, requires using management approaches such as design, organization, guidance, leadership, monitoring, controlling and evaluation. Design and organization, introduction of management, leadership guidance of executing the duties and evaluation is the last the final stage of the management circle. Classroom management of teachers considers on design and organization in elementary stage to lead students and make a desirable atmosphere for learning, monitoring, controlling and classroom evaluations. In the final stage consider on evaluating academic achievement. Therefore, teachers should have required skills in designing and organization of the classroom, guidance and leadership, making a desirable atmosphere for learning, monitoring, controlling and classroom

evaluations of evaluating academic achievement to manage the classroom (Radin (1970) translated by Sarkar Araee and Moghadam (2014):29).

Design and organization of a teacher makes the management of classroom and student growth easier. This activity should be designed in a way which through it, more learning opportunities are provided and students' social and participatory skills are developed. Related considerations to design and requirements of the classroom shows that lack of curriculum and suitable organization causes many behavioral problems among students especially when it is not related to characteristics and psychological features. In this study, the rate of teacher's use from managerial functions, assurance and quality assurance in teacher training in classroom are studying and considering. Teachers appear in the role of facilitator, consultant or commander in order to perform their management duties. Therefore, social system in classroom will have special construction which each of them will have special educational results.

Classroom management, practicing with students, creating regularity and tranquility, attracting students' attention and providing a suitable educational atmosphere which students are guiding and leading to educational and training goals. Classroom management is preparing supplies and adopting the required methods to make and maintain effective environment for training and learning which is related to evaluation of students. Classroom management including functions and components such as organizing, producing thought, team work and normative participation, monitoring and improvement, predicting educational events, changes weaknesses to strengths, creating regularity and tranquility, facilitating and considering to students. These components can be classified and be considered in quantity framework of

managerial training functions such as design, organization and leadership, monitoring, controlling and evaluating and creating a learning atmosphere (Soltani, 2003:45).

Teachers are social investments in educational system of each country, therefore empowering them assures prosperity of the next generation. This may happen by thoughtful functions of educational managers at schools. Global findings believe that quality of each organization depends on the quality of its leaders and managers and in fact no country and organization can be in a higher level of its managers and leaders. Thus, for having developed organizations and country, having developed, powerful, professional and effective managers are needed (Pirzad, Saki and Karimi, 2018:43).

Management and leadership of classroom always has been one of the main issues of teachers. In fact, suitable management and control of classroom is a prerequisite to create an effective learning environment and achieving to educational goals. Researches show that academic improvement of students is more in classes which are managed very well. In these classrooms are more active and learning process is organized at a high level (Alaghe band, 2000:115).

Classroom is a social system of a collection of interconnected roles as a whole and coherent which tries to achieve educational and training goals. As the same as other social systems, classroom include basic components such as beliefs, feelings, rules and regulations, norms, role base, power, position, facilities, operations, tension and pressure however, the components that make up a classroom are so interdependent that they are indistinguishable from each other. Entanglement of these components can be seen in activities of inside the class. Achieving educational goals in the classroom without other social organizations requires effective and efficient management through tasks such as planning, organizing,

leading, motivating, and controlling evaluation. controlling classroom and achieving educational goals are responsibilities of the teacher. Therefore, teachers play the role of classroom's manager. Effective management and leadership are the subject of creating commonalities in existing communication in the classroom. Teacher and students' relationships, types of norms, rules and regulations and leading roles of teachers in the classroom are different from each other (Kiamanesh, 2001:98). Manpower is the most important, the most expensive and the most valuable investment and organized resource and is the only mindfulness component which has the main role among all of the factors. Simply it can be said that achieving to organized goals is impossible without efficient people. Therefore, manpower has a basic role in growth, mobility and maturity or failure and destruction of organizations. In the last two decades, empowering employees has become one of the most important concerns of managers. The first definition of empowerment was made in 1788 in which empowerment was considered as delegating authority in their organizational role that this authority should be granted to the individual or seen in his/her organizational role. This empowerment, meant (desire of the person for responsibility) which was paraphrased officially in means of responsiveness (Pak Tinat & Fathi Zade, 2008:48).

In management of the classroom, organization is a basic and essential subject and requires involvement of teacher's thought for a better organization, organization is related to educational and social discipline of students in classroom. This activity requires time and consideration to methods which can prevent behavioral issues of students and improve social and suitable behaviors of students. Therefore, lack of organization of classroom cause lack of consideration to teaching and learning (Anderson, 2001:32).

Necessity and importance of examining the subject of research

The classroom as the smallest subsystem of the educational system is changing due to social and educational changes. Among components of classroom, teacher's role and type of his/her management in achieving educational and academic goals of students fit with today's world, is very important and basic. The purpose of teaching and training is giving human aspect to changes to acquire the necessary skills for life, use of information, respect for human beings and the rights of others, strengthen people's participation in social affairs, how to learn from nature and society, preserve national cultural identity, strengthening personality and gaining ability in interpersonal skills is one of the most important educational goals in the classroom that has a direct relationship with the teacher's management style in the classroom (Safavi, 2002:17).

Achieving educational goals require attention to change and using efficient and effective managerial style and controlling classroom. The main task in teaching-learning process, is preparing student to live in society and progressing world with fast changes. Teacher must make the opportunity of acquisition of skills in different aspects such as skill of solving the problem, skill of decision making, skill of establishing human relationships, and skill of critical and creative thinking for students in classroom. Therefore, educational progress of students is not limited to increasing information and accepting them. But also acquisition of basic skills of life in a completely human environmental and behavioral or using managerial style functions that fit to situations and conditions of classroom and mental and psychological characteristics of students is one of the most essential skill of teacher's job. In classrooms teachers must choose managerial functions that fit with personal features of students and

teaching methods in a way students learn opportunity of acquiring a variety of skills through doing it in the classroom (Safavi, 2002:17).

Active teaching methods according to the attention to interests and needs of students, using methods of solving participatory issue, creating constructive and effective relationship with students, can make the environment of the classroom and lesson and teaching process desirable and provides the situation for achieving educational goals. Related researches to management of classroom and effective leadership shows that a significant number of teachers have problem in management of their classroom. These problems are mostly manifested in a form of not doing homework and lack of academic achievement (Salimi, 2009:17).

Necessity and theoretical importance of considering in management and quality assurance discussion in teaching method in the classroom should be known in difference of managerial functions. Although behavioral patterns of teachers are similar to each other, some meaningful differences can be seen in using managerial skills and the degree of their effectiveness (Kia manesh, 2001:28).

Teachers use different management models due to different socializations, different levels of knowledge and attitudes towards the organization, the classroom, the students, and the concept of education. In return, students show different feedbacks because of personal features and motivational basis and their imagination from the teacher and classroom. Therefore, classroom management is a process of interaction and reaction between teacher and students which cause a special educational operation (krinjer, 2010:49).

Management of classroom requires constructive relationship of teacher with student to interact and recognize the personal, mental and psychological features of students and to guide them. Teachers must guide

students in doing their homework and provide required motivation in them. These methods are numerous and varied, and have different effects and efficiency. Therefore, considering on classroom management of teachers is important and has especial necessity. Functional necessity and importance of the management of classroom can be recognized in ability degree of teachers in managerial functions of classroom, means it can be known as the type of organization of classroom and creating a desirable learning atmosphere for leadership, monitoring and controlling evaluation of educational progress. In other words, management of classroom is one of the essential activities of teacher for improving learning process and educational quality assurance. These activities are studied and researched under the title of management functions in the classroom (Saat chi, 2005:128).

Considering the realization rate of management function and effective leadership of teacher and assurance and promotion of quality in classroom.

Considering the realization rate of design function and organizing in assurance and promotion of quality in classroom.

Considering the realization rate of creating a learning atmosphere function and assurance and promotion of quality in classroom.

Considering the realization rate of monitoring and controlling and assurance and promotion of quality in classroom.

Considering the realization rate of evaluation function and assurance and promotion of quality in classroom.

Considering the realization rate of classroom management function and assurance and promotion of quality in classroom.

Considering the realization rate of effective leadership function and assurance and promotion of quality in classroom.

History of the research

Mir Kamali, Pur Karimi and Namdari Pejman (2018), they have done a research article with entitled designing pattern of quality assurance of educational planning student-teachers in teachers university. The purpose of this study, is to achieve pattern of quality assurance of educational planning student-teachers in teachers university. This research, is qualitative and its method is the theory derived from the data and the emergent design of Glaser. Participants in the study included 9 faculty members and 6 senior managers of teachers' university related to educational management and planning and quality assurance who were selected by purposive sampling method. For analyzing data Depoy and Gilitin content analysis method were used by function of MAXQDA software.

About components of quality assurance, 40 codes were recognized and finally 8 main categories obtained including curriculum, non-curriculum, internship, coaching and mentoring, teaching-learning situation and process, internship supervisor, role model and tutor. In the field of policies and activities 107 codes were opened and 22 categories were recognized. After recognizing main categories, focal group was made including three experts in the field of curriculum, two experts in the field of educational management and higher education and researcher to achieve the pattern. For choosing sample people purposive sampling method was used. Finally, pattern of quality assurance of curriculum designed and made. Maleki and Mehr Mohammadi (2016), by narrating in internship as a part of education process and preparing teachers in university concluded that education process of student teachers in internship course must be narrated about what happened at school and in relationship with professors and tutors in a research and scientific form.

Also in a review research, Golkar and Sharifian (2016) considered on role and functions of narrative researches at improving teacher training programs and professional growth of teachers. They introduce ultimate purpose of narrative research in teacher training programs and efforts for continuous learning assurance of teachers and their professional growth. Narrative research not also enables teacher to make their professional world, but also causes internal valuable changes and the activities relates to their teaching. Professional knowledge of teacher is known as one of the basic goals of training and preparing in narrations.

Mohamadi Pur, Jafari and Bagheri (2016) studied place and role of informal curriculum in obtaining teacher competencies in teacher training. They believe curriculum, is used as a guidance to do educational activities and are performed in officially in books and other medias in official educational centers and would be evaluating. There are some experiences which are not included at curriculum and student teacher will learn them during educating. These experiences are hidden under curriculum and if they will be directed correctly, provides the field of teacher competencies.

In a study entitled Teacher Students' Experiences of Educational Design Based on the Constructivist Approach, Fazeli and Karami (2015) introduced the constructivist approach as one of the relatively new approaches in educational design. Extracted categories in this research include: independence, self-sufficiency (self-government), developing ability of solving problem, mastery in searching, retrieving and storing information, effective interactions and deep and effective learning. Finally, constructivist approach and its function are effective in promoting quality of preparing student-teachers.

Khorushi & et al expressed about required competences of teachers based on documents and explained that we should consider on these competencies to judge the validity of teacher training. Competences include: knowledge, ability, attitude, operation and behavior which each of them has some competences. Analyzing transformation documents of the country's education in this study, provide the field of planning and predicting a curriculum based on competences of teachers and more attention of experts and curriculum planners of teachers' university which is in charge of teacher training in the country, in developing criteria to attract efficient and effective forces.

In another study, Mehr Mohammadi (2013) has mentioned on weakness of teacher training curriculum from the perspective of lack of attention to participatory. He says this situation has not happened just in Iran. According to the available evidence, the researches which are done all around the world, still they couldn't say which teacher training curriculum and with which construction was more effective and is enable to make more empower and successful teachers in classroom.

Imam Jome and Mehr Mohammadi (2006) in a study entitled " Criticism and consideration on Thoughtful teaching approaches in order to present a curriculum for training thoughtful teachers) by insisting on valuable place of art and thoughtful internship presented an approach in developing these capabilities as the basis of a thoughtful teacher training curriculum which its angels of theoretical framework include artistic training, thoughtful internship, perceptual existential psychology and teaching-learning approach of construction and compatibility.

Besharat and Ramahi (2016) has done a research entitled "quality assurance in teacher training of Palestine to give guidance's for faculty and leadership members" which its

purpose was evaluation of quality aspects of teacher training programs (before military service) in Palestine was from a targeted sample perspective of teachers and students-teachers were from three universities. For this purpose, a deep interview was done through focal groups. The results of this research revealed that expected results of learning in curriculum, teaching and learning process and based on operations, support mechanisms and evaluation of students' progress are far from perspectives and purposes. Suggestions of this study include: qualifying teaching, qualifying of learning opportunities for student-teachers and qualifying to lead the university.

In a documental essay Oyumi and Fatuki (2015) introduced quality assurance of teacher training in the state of Kwara Nigeria and expressed its components. These components include: standard of educational progress of student, quality of leadership and management of teacher training, teaching-learning quality, quality of curriculum, quality of taking care, directing and supporting from student, relationship with beneficiaries, students and societies.

Muchow Pedia (2014) included effective parameters on quality of training and preparing in a study entitled "the quality of teacher training: various parameters and effective quality management". Designing curriculum in theoretical and operational aspects (internship and apprenticeship), curriculum exchange (sharing and distributing the program for acquaintance and requesting companionship) students evaluation (comprehensive and continuous), research in teacher training (research in effective teaching components, evaluation of curriculum, organizational atmosphere and their effects of teacher's function) accepting teacher (strategies and how to act) and internship program as the main core of teacher training programs are introduced as the most important parameters.

In a research Ovoso and Brown (2014), considered on the component of teaching supervision as a quality assurance tool in teacher preparation based on the perspectives of trainees about observers at Cape Cass University. Results revealed that teaching to trainees is an important professional activity and is effective on quality assurance of teacher training. Most of people believed commands and feedbacks of observers is very effective on teaching trainees' process. In this way improvement suggestions are given which can be mentioned on them such as: making a friendly relationship between supervisor and trainee, grading of the observer after oral negotiation and explanations of trainees, holding teaching workshops and choosing observers based on the specialized field.

Kulshastra and Pandi (2013) have linked quality of teacher training and assurance of achieving to it with professional competences and argue that for considering quality assurance in this system, professional competences must be evaluated and monitored. From their view competences include: Educational competencies (conceptual competencies, contextual competencies, exchange competencies, competencies in providing and developing teaching-learning materials, competencies related to using the latest information and communication technology in the teaching-learning process), organizational competencies (competencies Resources related to resource allocation, resource equipping, management, adaptation, participatory curriculum organizing activities, interaction and work with parents, interaction and work with communities and competence of the spirit of participation and collaboration) and evaluation competencies (making items and Evaluation tools, measurement procedures, interpretation of results and acquisition of new trends in evaluation).

Delshad and Eghbal (2010) The quality indicators in Pakistan teacher training programs were identified through a survey and from the perspective of teacher training teachers. The most important of these indicators include professional development of teachers, interaction with schools for effective teaching, commitment of university management to quality, creating scientific standards and performance indicators, long-term planning, teachers' satisfaction with their working conditions, participatory decision-making, self-evaluation of academic programs, unified procedures for curriculum development, education, research, etc., accreditation University programs, leadership at the ministry level, a student-centered approach to teaching and learning, continuous scientific and executive improvement, proper documentation of information, provision of physical resources, stakeholder feedback and social responsibility.

Leadership of classroom by teacher

Leadership is one of the necessary functions of teacher in management of classroom. Teacher as the leader of classroom must provide situation of achieving educational goals by using the available facilities. How the teacher deals with students and using suitable leadership style is very important. Leadership of classroom is influence and effect of teacher to students. In a way students try with interest and desire to achieve educational goals. Teacher must identify students' talents and make a good relationship with them and make motivation of study and research in them. Also insisted on team work and make appropriate changes in the teaching-learning process. Leading classroom will be performed by insisting on students and subject of lesson with different methods. Though, managing classroom in an effective and efficient way requires leading students to achieve educational goals (Shabani, 2009:73).

Teachers have special approach about classroom and students. Classic management knows the classroom as an official organization and divides it from environment which has special rules and regulations. In this approach teacher is lesson centered and by using a task-oriented style, tries to control the class with authority. Teacher's behavior in an executing way, is strict and controlled. Power and relationship are one sided from teacher to students. Students have passive state in these classes and obey commands. In this approach, teachers consider students' misbehavior as a personal insult and know students irresponsible and undisciplined and they believe these behaviors must be controlled (Rezaee, 2001:65).

Management of human relations, considers classroom as a social and human organization. In this perspective teachers insist on making relationship with students and their personalities. In this approach teachers were person centered and have less attention on disciplinary and control issues. Person centered teachers have more collective aspect but they try to consider on unique characteristics of each student. In systematic perspective, teachers have flexible approach and consider on position, and conditions of classroom and according to position, they insist on the subject of lesson or person or both (Raufi, 2012:11).

Enabling teachers in classroom

Enabling is an important solution to develop organizations and conformity with external changes. On the other hand, leadership functions of managers, indicates how to interact with supervised employees. Correct behavior of manager can provide areas of maturity and empowerment of teachers. In fact, by adopting the right style, the manager can encourage people to take on more and heavier responsibilities and can lead teachers to empowerment (Hagh Shenaz, 2014:56).

Today work environment need employees who can make a decision, give solution, be creative and be prepositive against their job. Today employees have more expectations from their organization, they want a meaningful job and want honesty and want more self-discovery and self-actualization. Therefore, managers must behave in a way to meet the expectations of employees and the goals of the organization. It happens through empowering employees and in order to use from it, not only commitment and loyalty of employees to the organization become more, but also some behaviors such as fairness, compatibility and harmony with the group will be seen. Though, it is expected that in empowerment programs such as attracting commitment and participation of the organization, creating clear and realistic expectations, emphasizing the importance of empowerment, delegating authority and leadership functions of managers would be considered (Gominian, 2010:23).

One of the important and vital factors for efficiency and effectiveness of each organization is efficient manpower. In these educational organizations teachers make maximum of manpower and because they are in relation with students directly, they play a great role in function of education system. Teachers are the major factor of guide learning in classroom level; therefore, all of the components of school must help in achieving their goals. Without playing role of schools, teachers can't achieve success. In an effective school, teacher is supported from all of the aspects to play its role very well in effective learning direction (Saki, 2009:15).

Type of proper behavior of managers cause a strong spirit in teachers and increases their satisfaction in work and profession. Naturally, this high spirit and degree of satisfaction of employees' work has a significant effect and cause empowerment in them and as a result it causes employees work more serious. In

addition, it makes environmental empowerment for employees to work with more authority and play a role in the process of changing and improving production, their need for a direct supervisor is reduced and they participate in achieving the goals of the organization. Because the main column of growth, development and progress of each society are skilled and specialized manpower of each society, in education and training the main column is training manpower and among this manpower, teachers as queuing forces have the most important task and effect in the teaching-learning process. Therefore, the higher ability teachers have, the more efficiency will have (Emami, 2008:12).

Designing the pattern of quality assurance of teacher-student curriculum in teacher training university

Competence teaching has a close link with concept of quality of teacher. Basic broker in performing competence teaching is teacher which a part of its quality is provided through the way a teacher is trained and educated during his/her preparation period in university teacher training centers. Ways teacher employ through them, educate and find a professional development, have direct relationship with results of learning and decreasing inequality (UNESCO, 2008: 25).

High quality teacher training has a basic role in improving the quality of education, creating fit in the levels of education and promoting the position of professional teaching. Quality in teacher training is due to its effectiveness in advancing the lofty goals of the country, a general and appropriate demand; because quality in teacher training is effective on training students and social, political, and even economic growth of society (Farzad nia, 2012:144).

One of the quality consideration type in teacher training, is quality assurance, which includes all policies, policies, processes and

planned activities through which the quality of education is maintained, improved and developed. The concept of quality assurance to maintenance continuous improvement and quality promotion and has focused on preparation and teacher training, on the process of turning a beginner into a professional and a good teacher to play a professional role, in other words, good teaching. Therefore, tools of quality assurance are stable on concept of how learning development and teaching and which needs must be met. In this process on evaluation of quality, creating knowledge and professional concept, abilities and professional skills, professional values and individual commitments are insisted (Tajur, Pur Tahmasebi and Pur Tahmasebi, 2012:156).

During the last five years, the focus of researches was on professional education of teacher is based on the (main)activities or (high level) teaching. The purpose of this approach is determining and identifying methods for teaching and using it to change student teachers from a beginner to a professional for responsibilities of the classroom. Development of educational techniques in student teacher's education were effective and have close relationship with quality preparation of the main teacher (Kazemi, 2015:380).

In 2011 teacher training university changed teacher training centers to university centers towards higher education and due to this change, some changes were made in construction, managements and especially its curriculum. Guidance of this change were some documents such as fundamental transformation of education, comprehensive scientific map of the country and the statute of teachers' university. Operational objective has insisted on 11 fundamental transformation of education documents, reengineering policies and reorganization of the principles governing the teacher education curriculum with

emphasis on internships and the adaptation of the level of professional competencies of teachers at the national and international levels to the requirements of the curriculum model in the education system (Supreme Council of the Cultural Revolution, 2011:38). According to this, teacher university created two transformations in its curriculum which include massive design (architecture) teacher training curriculum (national curriculum of teacher training of Islamic Republic of Iran) rearranging the curriculum of the university's sixteen disciplines. Internship is the main core of curriculum of one of axis points of transformation. Because design approach of new curriculum in teachers' university is competency oriented, internship is not only a lesson along with other lessons but also is considered as the focal point of curricula and a basis for assessing the professional competencies acquired by students (Meshki Baf, Mahmud Zade and Razmiyan Feiz Abadi, 2015:42).

Consideration on performed activities in the field of place of curriculum in preparation of teacher in Iran reveals that some of the researches discussed some aspects of this process in details, but there is not comprehensive information in this field. For example, various studies including active teaching methods, problem solving methods, using a constructivist approach mention on new teaching method-learning and achieving skill goals and not covering the competencies required by the curriculum and now existence of such a pattern which include other components, methods and interactions of curriculum is existed in quality assurance of teacher preparation process, as a vacuum and missing link (Kiyani and Mehr Mohammadi, 2013: 121).

For structuring teacher training curriculum due to achieving quality assurance, most of the countries started localization of the pattern due to their situations. For example, Australia

(Ho and North, 2015: 45), India (Sean and Queer, 2014: 13), Ghana (Oosu and Brown, 2014: 25), Pakistan (Delshad & Iqbal, 2010: 405) and Singapore (Chang and Chi, 2009): 3) and some others, borrowed the pattern of leading countries. The experience on Turkey shows that borrowing quality assurance pattern, without considering on institutional, political, cultural and economic differences between different societies will not have successful results (Biling, 2004:114).

According to observed reviews in internal scientific information data, in one side, a pattern in this field is not made comprehensively and just general indicators and components are provided and on the other side considering existed differences in massive purposes and existed values on teacher training of Iran in comparison with other countries such as demanding of a teacher in the style of the Islamic Republic of Iran and the formation of a unified Islamic-Iranian-revolutionary identity (Article 2 of the Statute of teachers' university), it can be said presenting a local pattern, provides suitable strategies for quality structuring. The present research intends to provide a clear and logical picture of quality assurance for teacher preparation and training in Iran by providing a comprehensive pattern of teacher training curriculum and to answer the question that, the appropriate pattern of quality assurance in teachers' university for What is teacher preparation and training?

Research method

The present research is based on the purpose, is developed, because purpose of this research is to present assurance and promotion of quality in teacher training and elements and components and actions and quality assurance policies for educational planning and identifying and suitable pattern with it; therefore, presenting a clear pattern in this field can be a base for next researches and

actions. From the point of view of implementation method, is a description from explored type. In collecting information, library method and also resources, articles and valid websites are used.

Discussion and conclusion

the purpose of this study is identifying components, actions, and related policies with quality assurance of education and preparation of student teachers in assurance and promotion of quality in student's education. Content of a program or course is the main core of trainable concepts which can be divided in two parts of academic and non-academic. In fact, curriculum is reflector of something that teacher has hope to it, and values it, believes on it, and finally expects that to provides it to his/her students. The curriculum at this level depends on the degree of professional skills, abilities and perceptions of the teacher regarding education. The main idea in concept of educational level is that a teacher would be the main decision maker in classroom. Axis competence was one of the basic approaches of curriculum. Competence has an axis role in teacher training curriculum. Achieving competences require designing teacher training curriculum with " axis competence" approach. In this context, competence is the ability of responsive with complex requirements or performing an activity or task in a successful way. The second approach on curriculum was inversion. The concept of focusing on the action in curriculum of higher education in fields such as teacher training, law, medicine, engineering and social work can be used. In these academic majors, professional elements are expected to be able to perceive, discover and formulate real issues in the discipline. professional elements also must be able to present and recovery related disciplinary knowledge with real issues and use them to face with problematic position and

evolvment in it. The other category in quality assurance was non academic program. The principle of being on board at teachers' university has created a burden for extracurricular or implicit programs based on which various activities are anticipated and designed.

Because one of the purposes of educational system, is laying the groundwork for gaining competencies and academic and nonacademic contents such as tools of this purpose, their competency-orientation is an inviolable principle. The more competences are at the beginning of the program the more the quality will be higher and the more effective will be in training and characterization of a competence teacher. The second policy on nonacademic program is a comprehensive and strategic program. Each action in each organization requires having a plan. The way of planning and attitudes towards it, guarantees its implementation. Now, due to increasing complexity and uncertainty, having strategic attitude and planning based on this point of view is necessary. Strategic planning makes an organized and regular effort to make basic decisions and performing basic actions that shape the nature and direction of an organization's activities with other institutions within a legal framework, is defined. The next element is the teaching-learning process. The technical core of educational organizations is the teaching-learning process. The strategies used in this process make the way for learning the knowledge, skills and attitudes of students-teachers. The teaching-learning process is directly affected by the curriculum, the instructor, the general and specific technologies used, and things like motivational conditions. Perhaps the most important element that should be emphasized in Developments in educational methods based on new technologies and the appearance of new theories of psychology as well as the needs of today's students are an inevitable

necessity. An important feature of this aspect of quality assurance is creation of a Copernican or student-centric revolution. The use of this word in education means the movement of the moon (student) and the sun (teacher or professor) and student-teacher activism and guidance by the professor. This approach leads to student independence and a sense of responsibility towards learning. The next policy on this aspect is problem solving and the gap situation. Problem solving is a cognitive process to turn a supposed situation into a desired situation while the solver does not have a clear method to solve it. Using from this method in teaching-learning situations leads to a deep concept and inclusive involvement.

Various psychologists and theorists have always emphasized the importance of problem-solving activities in creating useful and effective learning. It can be said that problem solving is the recognition and usage of knowledge and skills that lead to the correct response of the learner to the situation or his/her achievement of the desired goal. Teacher training as one of the sub-systems of higher education in the country, for the continuous improvement of processes, especially the education and preparation of student-teachers, requires a model as a guide to action. The pattern arising from the culture and environment of Iranian society provides the field for its usage and acceptance. Accordingly, in this study, the opinions of experts, thinkers and senior managers of teacher training were analyzed. The curriculum as the core of teacher training programs and based on the competency approach in the role of shadow provides quality assurance areas for continuous improvement of other related elements.

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