



Development Social Welfare and Justice: 21st Century Education Devise

Yahya Don

University Utara Malaysia
Email: d.yahya@uum.edu.my

Abstract - This procedures is discussed about development social welfare and justice through education transformation in the 21st century. The development of social welfare and justice particularly in the context of education transformation within the framework of the modern education system demand leadership of teachers and leaders adaptable with the changes and existing condition in the social welfare and justice recognize the needs to be effective education Leaders. In accordance to development social welfare and justice, the requirements to familiar with research findings on the knowledge, skills, implementation tools, methods, and strategies useful for formulating vision direction and positive learning in the 21st century are necessities. This paper also discussed an emerging role and challenging of the 21st century education teachers and leaders required to transform the social welfare and justice. Major transformations required the 21st century leader to be a powerful learner, visionary, instructional and influential people. The 21st century leader is essential to have tools and methods to expect, inspect, direct, respect and reflect. The development social welfare and justice will need to concentrate on curriculum development, formative assessment, instruction, technology adaptability, culture and climate, professional development as well as effective supervision to make a massive improvement in development social welfare and justice

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INTRODUCTION

The development of social welfare and justice through education transformation in 21st century demand leadership of teachers and leaders competencies and adaptable with the changes and existing condition in the social context and the need to developed high performance in education. The changes and existing condition included especially information and communications technologies (ICTs) gain access to classrooms are beyond rapidity. In the wake of this incursion, educators face growing challenges as they teach a very agitated and more and more wireless generation of students using technology that is evolving every day. In the classroom several times, two major observations; first rising more of an considerate of why students are on a regular basis confused about social welfare and justice and second more aware of how what they are confused about will hurt them in the future social welfare and justice. Though, the same observation similarly takes place when talking to other teachers and sitting through a different version of the same teacher development aimed at “student success.” what suppose to be the main resources of teacher growth and professional development?, We suppose worried that trainings are only updates on the same tired means of instruction that has been practiced in the classroom for decades and its impact the development of social welfare and justice. As students are consistently subjected to low-level tasks in the classroom by teachers who are not receiving the development and training needed to prepare students for the challenges of social welfare and justice in the 21st Century, both the teachers and the students are not receiving the direction needed to participate in a functional education system to ready us as a community social welfare and justice for the future challenges that features us [1].

As quoted from Science Foundation Arizona, “To succeed in the 21st Century, Arizona students need to acquire the ability to create, design, innovate and think critically to solve the complex challenges that will face them”. To developed awareness in social welfare and justice among the school and college students this new century, educators and those who support for social welfare and justice must be aware of the world around them, especially that of the rapidly changing problems that face us as individuals and as a collective society. The following the points explore means to address and transform the current education system to best prepare teachers and learners for those 21st Century challenges.

EDUCATION TRANSFORMATION IN 21ST CENTURY: THE PREDICAMENT

What we need for the development social welfare and justice? The concepts of problem based projects, service learning and community engagement bring forth the notion of transformative learning, or as Stephen Sterling would call it, constructive education for change[2]. In transformative learning, emphasis on the education process is taken off of the teacher and placed on the student. Meaning that as opposed to a direct lesson where the teacher

directly instructs and informs the student, the student is a substantial stakeholder in how their education takes shape; ranging from providing responsive feedback to open-ended inquiry processing.

Points out that current education models follow a transmissive format, or an instructive 'education for change'. In the transmissive format, instruction is inherently imposed upon the student, in that the primary focus is placed upon the teacher and a "top down" effect of educating is at hand, whereas in the transformative model there is just as much "bottom up" as top down, if not even more so.

The focus of current transmissive learning emphasizes the idea of economical gain, as in the model that education takes on is that of a small economy; teachers and schools as the sellers with students and parents as the buyers. In this mind-set, the students and parents don't have say in the creation of the product, they can merely observe it and either buy it or walk away. But in many cases in education system, some families don't have the option of picking and choosing the style of education they have to "buy". If what the schools are "selling" are not conducive to the needs and interests of the communities in which they serve, it is bound to have conflict.

In a transformative format, the schools and families have a chance to work together to form the educational process to engage the student in creative and critical thinking skills that could work towards solving real problems in social welfare and justice within the community. It would mean a shift away from economic and instrumental values within the education model and a shift towards social welfare, justice as intrinsic values[2]. For a community to develop leaders in social welfare and justice from school system, it is critical that those have the instrumental skills developed by economic exposure and practice, but that the educational model in which that practice is fostered is housed in an environment where social welfare and justice as intrinsic values are recognized and emphasized, and only then will we breed the knowledgeable social welfare leaders to take us into the challenges of the 21st Century.

DEVELOPMENT SOCIAL WELFARE AND JUSTICE IN EDUCATION: THE DEVISE

A. Schools Environment

The development process of social welfare and justice, the education system need to changes call for thoughtful, inspiring schools leadership. The school system can focus changes to the students, teachers, accountability, the science of teaching and learning, professional development, educational tool and resources, and skill and knowledge needed for the 21st century education system .

B. The Students

Millennial, the current generation of students, were born between 1980 and 2000. Although some Millennial have dropped out of or graduated from academia and entered the workforce, most are still in our school systems. On average, Millennial spend 6.5 hours each day saturated in print, electronic, digital, broadcast and news media. They listen to and record music; view, create and publish internet content; play video games; watch television; talk on mobile phones and instant message every day.

Generally, these students share the following characteristics:

1. They need immediate feedback and instant gratification.
2. They are motivated by interactive and hands-on learning, especially with technology.
3. They are motivated by challenge and curiosity.
4. They are motivated by competition and using winning strategies.
5. They need more freedom and independence.
6. They are more culturally and linguistically diverse.

C. The Teachers

Through the observation in school system has determined today's teachers are generally female, 43 years old and married. They are more educated and experienced than teachers of the past; more than half hold advanced degrees and have 15 years or more of experience. And, of course, these teachers are seeing their work and their classrooms transform as they improve their lessons and teaching using technology.

Generally, today's school educators also share the following characteristics: They may resist learning about new technology. Coming from the BabyBoom generation and somewhat reluctant to adopt new technology too quickly, some educators feel intimidated by students' knowledge of tools they do not understand.

They work in environments where professional development is under emphasized and undervalued by their employers. Of the 75 percent of teachers who participated in educational technology integration professional development courses, the majority, more than 60 percent spent less than eight hours in a 12-month period in this type of training. When so few hours were dedicated to this training, 87 percent of teachers said they did not experience a lot of improvement in their teaching especially development social welfare and justice. They need support and planning time. The number one reason teachers experience dissatisfaction with their jobs, causing them to either leave their profession or transfer to other schools, is lack of planning time. New technology takes them out of their comfort zones. Technology requires teachers to play more of a facilitator role, rather than a more directive or authoritative

one. This new role conflicts with traditional teaching methods and requires teachers to step back and allow learning to happen without their hands-on direction

D. *Instructional Leader*

These transformative require the role of instructional leader in school system to be a visionary, an instructional leader, an influencer and as a learner. Standards for school leaders is to facilitate a vision of learning that is shared and supported by the school community; develop a school culture and instructional program conducive to student learning and staff professional growth; ensure a safe, efficient, and effective learning environment; collaborate with faculty and community members; act with integrity and fairness and in an ethical manner and understand, respond to, and influence the political, social, economic, legal, and cultural context.

[3]The school leaders need to have tools and methods to expect, inspect, direct, respect and reflect. We firmly believe that creating a system focused on the ongoing improvement of instruction must be the central aim of any education improvement effort. Student achievement will not improve especially knowledge on social welfare and justice unless and until we create schools where all educators are learning how to significantly improve their skills in social welfare and justice as teachers and as instructional leaders.

How instructional leaders in school system become and remain credible leaders?. How instructional leaders can create and sustain development social welfare and justice norms with motivated and inspired teachers? Teachers' use of time in groups is often inefficient and ineffective. Teachers often don't talk about research in social welfare and justice supported practices related to their own teaching. Instructional leaders require development to facilitate meaningful professional discussion regarding social welfare and justice. Instructional leaders may need development in how Saphier and King in their article "Good Seeds Grow in Strong Cultures" (1985): If those norms are strong, then improvements in social welfare and justice through instruction will be significant, continuous, and widespread. But if social welfare and justice norms are weak, then improvements will be infrequent, random, and slow. The norms are collegiality; experimentation; high expectations; trust and confidence; tangible support; reaching out to the knowledge base; appreciation and recognition; caring, celebration, and humor; involvement in decision making; protection of what's important; traditions and honest, open communication to build a culture of inquiry and collegiality

CONCLUSION

In the schools system the classroom has changed since Millennial began moving through today's school systems[4]. Curricula evolve, and new teaching methodologies are developed to reach this generation, which spends as much time stimulated by digital media as it does in school. As teachers work to engage and educate this generation of students, towards social development and justice must be relevant to students. Learning means more when students understand sensible social welfare and justice applications in sequence they receive. Content must be specific, concise and fast. Students are starving for information and will search for it on their own if teachers do not present what they perceive to be relevant. Because so much information is constantly available, Students do not feel they need to learn everything immediately.

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