



Requirements for Preparing International Schools Teacher in Egypt in Light of the Experiences of Some Countries

A thesis Proposal for MA Degree in Education

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Abstract:

The study conspicuously sought to achieve the following objectives: defining the theoretical framework for international schools and their teachers. This is in addition to the preparation requirements, presenting the experiences of the United States of America and China among the requirements for preparing the international school teacher, and setting proposed requirements for preparing the teacher of international schools in Egypt. Hence, there is a need to prepare teachers who have experience and teaching skill in light of the international context of education. Besides, this requires preparing a teacher who is able to know and understand global issues and trends. He should also be able to define and respect global values and have the ability to deal with advanced technology and integrate it into the components of learning processes. Moreover, the requirements for preparing the international school teacher aim to qualify teachers to join international schools. Consequently, this requires the preparation to be internationally recognized and approved by international accreditation bodies so that it grants an international certificate and license to practice the profession, as there is an increase in international schools in Egypt. Thus, this requires the teacher preparation system in Egypt to change through expanding the preparation of the international school teacher in the faculties of education in Egypt. It also aims at benefiting from the experiences of the United States and China in developing the preparation of the international school teacher in Egypt that meets the needs of the international education environment in Egypt. The study used the comparative approach which is considered the most proper and comprehensive approach to study this problem. This is carried out through following the following steps: an analytical study in light of the various cultural forces and factors for the requirements of preparing the teacher of international schools in countries understudy. This is in addition to carrying out a comparative analysis to show the similarities and differences between the comparison countries in order to reach the objective requirements that are

commensurate with the nature of the Egyptian society. This is the goal for which the current comparative study is based. Then, it became necessary to add an international dimension in the faculties of education to prepare the teacher of international schools in Egypt. Finally, the study came up with proposed requirements for the development of international school teacher preparation in Egypt, which includes the international dimension in preparation institutions and internationally accredited bodies. This is in addition to organizational, administrative and human requirements, funding requirements, legislative and legal requirements, and technical requirements.