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## LEARNERS AND TEACHERS AS LEARNERS FOR QUALITY EDUCATION

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### Abstract

*In present scenario, all aspects of the school and its surrounding education community the right of the all children to survival protection development and participation are at the Centre. the focus is on learning which strengthens the capacities of children to act progressively on their themselves behalf through the acquisition of relevant knowledge, academic skills, appropriate attitudes, which creates for children, helps them create for themselves and others children's, places of safety, security, healthy interaction systems that embrace change through data generation use and self-assessment are more likely to offer quality education to learners. Continuous assessment and improvement has been focus on all dimensions of system quality such as learners, learning environment, teaching and learning process and outcomes of the students. This study mainly focused on mentioned above teachers is main role in quality education for teaching and learning process.*

**Keywords:** Skills, Learning Environment, Quality Learners, Quality teachers, Quality Outcomes.

### Introduction

Quality Education as a structural concept, these different pressures has been resulted in the concept of quality education coming to the fore as students, parents and communities, teacher educators, leaders, and nations acknowledge that what is learned and how learning occurs is as important as access to education. The beginning of the 21<sup>st</sup> century, when education is increasingly understood to be more than reading, writing and extends to the elaborate vision of education, the understanding of what constitutes a quality education is evolving. The conventional definition remains important to understanding quality education. It includes attitudes, numeracy, day to day life skills, and is linked directly to such critical components as teachers, academic content, teaching methodologies, co-curriculum, examination systems, planning management, administration and supervision. There is a demand, however, for education to reflect upon its relevance to the global world.

### Definition of Quality Education

A good quality education is one that provides all learners with capabilities they require to become economically productive, develop sustainable livelihoods, contribute to peaceful and democratic societies and enhance individual well-being (VVOB-1982).

### Dimensions of Quality Education

- Learners are healthy well-nourished and ready to participate and learn and supported in learning by their families and communities.

- Surroundings that are healthy, safe, protective and gender-sensitive and provide adequate resources and facilities.
- Content that is reflected in relevant syllabus and materials for the acquisition of basic knowledge, especially in the areas of attitude, numeracy and skills for life, and knowledge in such areas as gender, health nutrition and peace education.
- Processes through which trained teachers use student-centered teaching methodologies in well-managed classrooms and skillful assessment to facilitate learning and reduce disparities.
- Outcomes that encompass knowledge, skills and attitudes and are linked to national goals for education and positive participation in the present century.

### **Quality Learners**

Learning systems work with the children who come into them. The quality of children's lives before beginning formal education well influences the kind of learners they can be. Many factors go into making a quality learner, including health, early childhood experiences and parent support.

### **Good Health and Nutrition**

Physically or mentally healthy children learn well. Healthy development in early childhood especially during the first three years of life plays an important role in providing the basis for a healthy life and a successful formal school experience (McCain & Mustard, 1999). Adequate nutrition is critical for normal brain development in the early stages, and early detection and intervention for disabilities can give children the best chances for healthy development. Prevention of disease and injury prior to school enrolment are also critical to the early development of a quality learner.

### **Early Childhood Psychosocial Experiences**

Early childhood psychosocial experiences and interactions are also vital role to preparing a quality learner. Studies from India and Latin America demonstrate that disadvantaged children benefit the most from such programmes (UNICEF, 1998). In addition to cognitive effects, the benefits of good early childhood programmes include better psychosocial development.

### **Regular Attendance at Learning**

Research demonstrates that to achieve academically, children must attend the school regularly. A child's exposure to curriculum his or her opportunity to learn significantly influences academic achievement and exposure to curriculum comes from being in school activities (Fuller et al., 1999).

### **Family Support for Learning**

Parents may not always have the background to support their children's cognitive and psychosocial development throughout their school life. Parent's level of education, for example, has a multifaceted impact on children's to learn in school. In one study children whose parents had primary school education or less were more than three times as likely to have low test scores. Parental education not only influences parent-child interactions related to learning but also affects parents' income and need for help in the home or field help that often comes at the expense of keeping children in school (Carron & Chau, 1996). Parents with little formal education may also be less familiar with the language used in the schools, limiting their ability to support learning and participate in school related activities.

### **Quality Learning Environments**

Learning can occur elsewhere, but the positive learning outcomes sought by educational systems happen in quality learning environments. Learning environments are made up of physical and psychosocial elements.

#### **Physical Elements**

##### **Quality of School Facilities**

Physical learning environments, in which formal learning occurs, range from relatively modern and equipped buildings to open air gathering places. The quality of school infrastructure facilities seems to have been an indirect effect on learning that is hard to measure.

#### **Psychosocial Elements**

Peaceful, safe environments, especially for girls.

Within schools and classrooms, a welcoming and non-discriminatory environment is critical to creating a quality learning environment. In many countries, attitudes discouraging girls' participation in education have been significant barriers to providing quality education to all students.

#### **Teachers' behaviours that Affect Safety**

Relative to both girls and boys, parents, educators and researchers express important concerns about teachers who create an unsafe environment for students. Teacher behaviours affect the quality of the learning climate since learning cannot take place when the basic needs of survival and self-protection are threatened.

#### **Effective School Discipline Policies**

Well-planned and managed schools and classrooms contribute to quality education. Students, teacher educators and administrators should agree upon school and classroom rules and policies, and these should be clear and understandable.

## **Non-Violence**

War and other forms of interpersonal and group conflict have an impact on children's mental health and their ability to learn. Many young victims of violence suffer lasting physical, psychological, social-emotional and behavioral effects.

## **Service Delivery**

### **Provision of Health Services**

Provision of health services and education can contribute to learning first by reducing absenteeism and inattention. Students with not well children cannot attend school and shows that children's illness is a primary cause of absenteeism (Carron & Chau, 1996). Today, the potential of school-based health interventions in improving academic performance is becoming increasingly clear as problems of protein energy malnutrition, micronutrient deficiency disorders, helminthes infection and temporary hunger among children continue to plague developing countries.

High quality physical, psychosocial and service environments in schools set the stage for learning to occur.

## **Learners and Teachers as Learners**

### **Health and Psychosocial Development**

- Good health and nutrition status
- Learner confidence and self-esteem
- Regular attendance at learning
- Early assessment of disabilities

## **Home**

- Home/school/society partnerships
- Family involvement for learning
- Positive early childhood experiences

## **Quality Content**

Quality content refers to the intended and taught a curriculum of schools.

## **Materials**

- Comprehensible, gender-sensitive, relevant to schooling

## **Curriculum**

- Based on defined learning outcomes,
- Non-discriminatory and student-centered,
- Unique local and national content,
- Includes Literacy, Numeracy, Life skills, attitudes,
- Includes relevant knowledge on gender equity, HIV/AIDS, health, nutrition and peace.

### Students

- Intervention and special assistance where needed
- Time on task
- Access to language used at school Relevant, student centered methods leading to active participation

### Quality Processes

Until recently, much discussion of educational quality centered on system inputs, such as infrastructure and student-teacher ratios and on curricular content. In present years, however, more attention has been paid to educational processes how teachers and administrators use inputs to frame meaningful learning experiences for students. Their work represents a key factor in ensuring quality school processes.

### Teachers

- Competence and school efficiency
- Ongoing professional learning for teachers
- Positive and gender-sensitive teacher/student relationships
- Belief that all students can learn and commitment to student learning
- Feedback mechanisms that target learning needs
- Frequent monitoring and assessment by teachers that leads to further learning
- Positive living or working conditions

### Supervision and Support

- Adjustment in school hours and calendars to support student learning
- Administrative support and leadership
- Using technology to decrease rather than increase disparities
- Governments that are supportive of education systems
- Financial resources for education systems, esp. for recurrent budgets

### Students

- Intervention and special assistance where needed
- Time on task
- Access to language used at school and Relevant, student-centered methods leading to active participation

### Quality Outcomes

The environment, content and processes that learners encounter in school lead to diverse results some intended and others are unintended. Quality learner outcomes are intentional expected effects of the educational system. They include what children know and can do as well as the attitudes and expectations they have for themselves and their societies.

- Achievement in literacy and numeracy.
- Using formative assessment to improve achievement outcomes.
- Outcomes sought by parents.
- Outcomes are related to community participation, learner confidence and life-long learning.
- Experiential approaches to achieving desired outcomes.
- Health outcomes.
- Life skills and outcomes.

### **Conclusion**

Continuous assessment and improvement has been focus on all dimensions of system quality such as learners, learning environment, process and outcomes. This study mainly focused on mentioned above teachers is main role in quality education for teaching and learning process.

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