**Explore an in-depth concept of quality teaching and quality learning**

**1.Quality Teaching:**

The best-known definition of Quality Teaching is the type of teaching that transforms students’ perceptions and the way they go about applying their knowledge to real world problems. The definition of Quality Teaching depends on the meaning one chooses to give to the concept of « quality ». “Quality” is indeed a multi-layered and complex word which may alter the meaning subsequently when used with the word; Teaching.

Quality alone, can be interpreted as ‘excellence’, ‘value for money’, ‘fitness for purpose’ or even ‘transformation’. But the interpretation of all these four anomalies changes their meaning when used with the word Teaching.

Where we comprehend teaching only as a process in which one individual teaches or instruct another individual or can consider it as the act of imparting instructions to the learners in the classroom situation”, Quality teaching denotes the utilization of adequate resources to transform the means to educate students so they can fulfill their purposes achieving the value of the investments that have been made for them to receive education.

Another aspect defining Quality Teaching even more for us is that it is necessarily student-centered; its aim is most and for all student learning. Thus, attention should be given not simply to the teacher’s pedagogical skills, but also to the learning environment that must address the students’ personal needs

**I. Elements of quality teaching:**

1. **Content knowledge:**

This is when teachers have a deep knowledge of the subject that they teach and can communicate content effectively to their students.  
As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students’ own methods, and identify students’ common misconceptions.  
There is strong evidence of the impact this has on student outcomes.

1. **Quality of instruction:**

There is also strong evidence of the impact the quality of instruction can have on learning.  
This includes teachers being skilled in effective questioning and use of assessment. Good teachers also deploy techniques such as reviewing previous learning, and giving adequate time for children to practice, meaning skills are embedded securely. When done well, teachers scaffold students learning by progressively introducing new skills and knowledge.

1. **Teaching climate:**

The quality of the teaching and learning relationships between teachers and students is also very important. Good teaching creates a climate that is constantly demands more, and pushes students to succeed. A good teaching climate challenges students, develops a sense of competence, attributes success to effort rather than ability, and values resilience to failure.  
The study found moderate evidence that the teaching climate in the classroom impacts student outcomes.

1. **Classroom management:**

There is moderate evidence of the impact on students learning of: efficient use of lesson time; coordinating classroom resources and space; and managing students’ behavior with clear rules that are consistently enforced.  
These factors are perhaps the necessary conditions for good learning, but are not sufficient on their own. A well-ordered classroom with an ineffective lesson will not have a large impact.

1. **Teacher beliefs:**

There is some evidence to show the reasons why teachers adopt particular practices, and the purposes or goals that they have for their students is also important.  
For example, research indicates that primary school teachers’ beliefs about the nature of mathematics and their theories about how children learn – and their role in that learning – are more important to student outcomes than the level of mathematics qualification the teacher holds.

1. **Professional behaviors:**

Developing professional skills and practice, participating in professional development, supporting colleagues and the broader role of liaising and communicating with parents also have a part to play in effective teaching.  
There is some evidence to show this has an impact on student outcomes.

1. **Quality teaching aids and materials:**

The relevance of teaching aids and materials in enhancing quality of education cannot be downgraded for once. Teaching aids and materials make knowledge acquisition experiential and tend to remove abstraction in subject contents thereby making it look real. In fact, the more interesting revelation about this basis of quality of education is that there is no topic or content that can be delivered in any subject matter in any field of study or discipline that does not require the use of teaching aid. Therefore, every education system is fully armed in that respect to produce quality in education services it offers. In conclusion, quality teaching aids and materials made the list of 6 core elements of quality education because of its importance in the acquisition of knowledge.

**ii. Approaches to quality teaching:**

Quality in education means an approach to quality management at the educational system level. This is, first and foremost, strategic visions issued at the system level. Quality in education means quality management implemented and developed at the level of education system. The different approaches that can be acquired are:

1. **Watch fellow Teachers:**

If you can watch your fellow teachers do their craft, you can become better at teaching. To avoid isolating teaching as a profession, you should visit other classrooms to enhance your growth. You can follow up with specific questions and provide and receive advice from your host. Find out why they did certain things, how they deal with challenging students, and why they chose to teach that specific topic.

1. **Listen to those who see you every day:**

It may seem unsettling but listening to students applies to practical teaching for educators. Students can provide good information concerning their teacher. This is because they interact with him or her every day. They can share their views concerning an instructor’s practice and its effectiveness. However, a high level of trust is required from these students, and their input may be necessary to affirm their role in the classroom.

1. **Focus on Student experiences:**

If you build your relationships, it should not be limited to your colleagues. If you can engage with colleagues from other institutions, engaging with students can be an effective and practical way of exploring learning capabilities and experiences for your students.

1. **Engage with the same subject colleagues:**

If you want to improve content knowledge as a teacher, you can engage with colleagues who bear the same responsibilities. If you can arrange with your curriculum coordinator, and find time to collaborate with your colleagues, you will make the right progress in your career. You can use this as a chance to talk about the best classroom practices, getting deeper in content knowledge, as well as sharing effective leaning techniques. This helps you to avoid isolation, which sometimes happens in the teaching profession. Your effort will break down the alone time and enhance your experience.

1. **Always remember to teach students, not content:**

If teaching was all about content, then the best mathematicians would be among the best teachers. However, if you can combine your understanding of the content and ability to effectively work with your colleagues, and the knowledge on how your students learn, you will achieve effective teaching.

Since the classroom is a dynamic environment, incorporating excellent practical approaches to teaching can prove effective. This enhances the success of your students. Consider the following practical teaching for educators as strategies:

1. **Visualization:**

As a teacher, you are expected to bring to life academic concepts through visual and practical learning experiences. You can have an interactive whiteboard to display photos, videos, and other illustrations. Let students participate in out-of-classroom experiments and local excursions.

1. **Inquiry-based Instruction:**

You can pose thought-provoking questions and encourage students to have independent thinking. It also makes them independent learners. You can also invite them to ask their questions and investigate ideas to enhance their problem-solving skills and have a deeper understanding of the academic concepts. These are very crucial skills not only in the academic world but also in life. The questions can be subjective to encourage learners to express their unique views.

**2. Quality learning:**

The quality of learning is defined by experts in various perspectives. For example, the quality of learning is the degree of excellence of the process of organizing learning in an educational unit, the quality of learning is a measure of the success of learning activities, the quality of learning is always related to the performance of learning, the quality of learning associated with the fulfillment.

The quality of learning can be defined as the degree or level of excellence of all aspects of learning. Instructional quality refers not to any measure of actions taken in the classroom (such as observations of class sessions), but rather to the full set of classroom interactions that affect student learning, including the ability of the instructor, the quality of instruction delivered by that instructor (including curriculum, teaching methods, etc.), and other classroom-level factors such as peer effects.

Quality of learning or Quality Learning can be defined as a code that describes the learning process takes place in a superior, adequate, and provide benefits for the development of all potential of learners. The quality of learning is not only seen from the learning outcomes, but also on the learning process. Even on the input dimension.

**I. Ways to create a quality learning environment:**

**Step 1 - Make learning relevant**

The more relevant a topic or subject is to students' own success and happiness, the more engaged they'll become in the learning process. On the whole, when teaching math, science, social studies, even history, find ways to adapt the lesson or lecture to the interests of students. It's also helpful to discover the interests, talents, and learning styles of each student if possible. As resources permit, adjust teaching methods and strategies to meet the needs of students on an individual basis and you'll see students become more attentive and engaged.

**Step 2 - Develop a Code of Conduct**

If students don't have a clear and agreed upon understanding of positive and negative behaviors, it's difficult to create a positive learning environment in the classroom and at school. The first step to establishing a code of conduct is to ask students how they like being treated. From this question students should be able to brainstorm a list of behaviors they believe are respectful, kind, fair, and appropriate. At this point, together students and teachers should be able to agree that treating others the way we each want to be treated is the best code of conduct, and should set the stage for appropriate classroom behaviors.

**Step 3 - Employ a Positive Actions Curriculum**

While it would be nice if all students shared the same understanding of positive behaviors, they don't. Children come from diverse family, cultural and socioeconomic backgrounds. All these influences, and others, shape students' perspective of what's appropriate, and what is not. It's important that students are taught positive behaviors in a consistent and systematic way at school and in the classroom. Developing a Positive Action curriculum is one of the most effective ways to teach and instill in students positive behaviors.

**Step 4 - Help Students Develop Intrinsic Motivation**

Feeling good about themselves is an intrinsic motivator to students–especially elementary age students–and positive actions help children feel good about themselves. So, how do you help students consistently engage in positive actions? First, actions are always preceded by thoughts. Second, actions and behaviors are typically consistent with thoughts. Third, feelings, children experience about themselves, are based in large part by their actions. Helping students learn that by changing a negative thought to a positive they can produce positive actions, and that positive actions will help them feel good about themselves is a powerful intrinsic motivator.

**Step 5 - Reinforce Positive Behaviors**

Recognizing and reinforcing positive behaviors is one of the most effective ways to produce positive actions in students, strengthen intrinsic motivation, and create a productive and positive learning environment. Certificates, stickers, toy prizes, tickets, tokens and other reward systems are great ways to recognize students and reinforce positive behavior and achievement in the classroom. However, it's also important to help students make the connection between positive behavior and the good feeling it produces (not just the physical award). As students make that connection between positive behavior and good feelings, and continue producing positive actions, they'll feel good about themselves, the intrinsic motivation is strengthened, and students will continue producing more positive actions and exhibiting positive behaviors.

**Step 6 - Always Respond With Positivity**

Positivity is a key component of a positive learning environment. Interacting with students in a positive manner, exhibiting positive behaviors, and maintaining a positive attitude is one of the most important steps for creating a positive learning environment and producing successful students. Regardless of the situation or circumstance, there is always a way to respond to and interact with students in a positive way. Teaching students how to communicate and interact with each other in a positive manner is also key to fostering a positive learning environment in the classroom. Positivity is one of the most powerful agents of change for establishing and maintaining a positive learning environment at school and in the classroom.

**ii. Approaches to quality learning:**

Although there are many different approaches to learning, there are three basic types of learning theory: behaviorist, cognitive constructivist, and social constructivist. This section provides a brief introduction to each type of learning theory. The theories are treated in four parts: a short historical introduction, a discussion of the view of knowledge presupposed by the theory, an account of how the theory treats learning and student motivation, and, finally, an overview of some of the instructional methods promoted by the theory is presented.

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|  | [**Behaviorism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/behaviorism/) | [**Cognitive Constructivism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/cognitive-constructivism/) | [**Social Constructivism**](http://gsi.berkeley.edu/gsi-guide-contents/learning-theory-research/social-constructivism/) |
| **View of knowledge** | Knowledge is a repertoire of behavioral responses to environmental stimuli. | Knowledge systems of cognitive structures are actively constructed by learners based on pre-existing cognitive structures. | Knowledge is constructed within social contexts through interactions with a knowledge community. |
| **View of learning** | Passive absorption of a predefined body of knowledge by the learner. Promoted by repetition and positive reinforcement. | Active assimilation and accommodation of new information to existing cognitive structures. Discovery by learners is emphasized. | Integration of students into a knowledge community. Collaborative assimilation and accommodation of new information. |
| **View of motivation** | Extrinsic, involving positive and negative reinforcement. | Intrinsic; learners set their own goals and motivate themselves to learn. | Intrinsic and extrinsic. Learning goals and motives are determined both by learners and extrinsic rewards provided by the knowledge community. |
| **Implications for teaching** | Correct behavioral responses are transmitted by the teacher and absorbed by the students. | The teacher facilitates learning by providing an environment that promotes discovery and assimilation/accommodation. | Collaborative learning is facilitated and guided by the teacher. Group work is encouraged. |