STRATEGIES TO IMPROVE LEARNING OUTCOMES

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ABSTRACT

Having good relationships at institute, particularly with students, is one of the factors that many teachers cite as making it all worthwhile. Good relationships with students are intrinsically valuable and instrumentally valuable. As education continues to develop through the integration of technology in and outside the classroom, the teachers should also make maximum use of technology for a positive shift. Together students can discover new ways of using the technology provided, within dedicated learning environments. Focusing on the achievement of students in the classroom will require a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every pupil to improve student achievement. Behavioral problems within the classroom can seem distracting at first, but classroom management rewards that are combined with high expectations can make students interested in the material.

INTRODUCTION

There is plenty of evidence that good teaching make a difference; that really good teaching make a huge difference; and that good teaching makes a difference even when it occurs in contexts that are less than ideal. India has made laudable progress in increasing access to education and building a strong policy and planning framework for education. The next challenge is ensuring a quality education system which produces positive learning outcomes for all children in India. Estimates show that over 3 million children in the country are still out of school, and of those in school, 53 percent are at least three years behind expected learning levels.

The present condition of education and educational level in India needs further improvement and this requires continuous and tireless efforts of all the stakeholders in education system. An effective educational system has the following four aspects

- ❖ Excellence in teaching and learning
- ❖ Professional leadership
- ❖ Positive climate for learning
- ❖ Community engagement in learning

A teacher who is one of the main stakeholders of education system should use the principles of good and effective teaching. He should:

- ❖ be outcomes-focused
- ❖ use conspicuous strategies

❖ teach essential principles

❖ link and integrate material

❖ engage their students

❖ provide students with direct support when needed

❖ Systematically monitor students' performance.

RELATIONSHIPS

In addition to teaching in ways that are consistent with the quality teaching literature, and being creative and flexible, good teachers put considerable effort into building relationships – with students, colleagues and the whole school community. Having good relationships at institute, particularly with students, is one of the factors that many teachers cite as making it all worthwhile. Good relationships with students are intrinsically valuable and instrumentally valuable. Students want teachers who are friendly, helpful, caring, fair and enthusiastic; they want teachers who build relationships and who inspire them to work hard and achieve Similarly, disaffected students say that their major school problems included "relationships with teachers; the way teachers treated them; (and) teaching methods used which they felt were barriers to engagement and continuation Good teachers also work hard at establishing good relationships with parents and in ensuring that the parents of students with disabilities feel part of the school community. These good relationships sometimes lead to parents having greater involvement in their child's education, e.g. having them pre-teach concepts and skills that are central to upcoming lessons. So, good relationships with students, colleagues, executive, parents and the wider community are not just good in themselves but they also can be used to help students learn more efficiently.

USE OF TECHNOLOGY IN EDUCATION SYSTEM

As education continues to develop through the integration of technology in and outside the classroom, the teachers should also make maximum use of technology for a positive shift. There used to be a fear that technology would eventually replace the teacher, but the more prevalent view now is that it is a tool which can be applied to enhance conventional teaching rather than replace it. It is with this mindset that a lot of teachers have successfully integrated technology with their classes, without losing the human and emotional factors between teachers and students which are so vital to education. Learning outcomes can be very well improved with the help of technology.

In order for technology to be effective tool it's important to be sure that teachers, students, parents and administrators are aware of the decision to integrate technology into education. They should be made to feel comfortable, and fully understand that upgrading traditional educational practices through the use of technology is an opportunity, not a threat.

Many teachers tend to shy away from applying in the classroom as they are unsure how to use it effectively, others are afraid that using it too much will devalue their status as an instructor. A healthy balance must be achieved. Professional development should be provided on how to integrate technology into the curriculum, in a way that allows teachers to have a clear-cut idea of when and how to use it. Students should also be trained and boundaries need to be set, so that their technology usage is regulated in a way that strictly aids their learning.

CURRICULUM REDESIGNING

Curriculum should be designed in such a way that it supports the use of technology. Decisions about which objectives are to be assessed through technology need to be laid out and supported. This will require some basic re-formatting of the curricula so that the technological practices are made a part of the standard curriculum of subjects. The use of technology needs to be eased in and students should

not be expected to master new gadgets and methods all at once. A properly trained teacher can help support and guide them to gradually adopt technology, so that it eventually becomes a significant part of their everyday learning. Teachers should track the performance and progress of the students through regular feedback.

PEER COLLABORATION

Encouraging peer collaboration for problem-solving and knowledge-sharing not only builds communication skills, but leads to in-depth learning and comprehension. Working in groups leads to better understanding and is an effective way to improve learning outcomes. Together students can discover new ways of using the technology provided, within dedicated learning environments. Collaborative learning allows students to take advantage of the technology that is part of their curriculum, while shedding new lights upon effective ways of using it.

TEACHER DEVELOPMENT THROUGH COGNITIVE COACHING

Today, it is more important than ever to establish and support strong leadership at every level. The pace at which education is changing has made it critical for every teacher to be equipped to tackle the challenges facing them as practitioners. Coaching is defined as a development method rooted in improving performance through the introduction of new knowledge, skills, and behaviours, and is characterised by an individual relationship between a coach and coachee. As a means of development, coaching is one of the most effective methods to help solve specific problems and build a particular skill set. The ability to customize a coaching engagement and have dedicated one-on-one time to focus on relevant behaviours has made coaching a valuable method to teach individuals the best ways to manage change, improve their processes and behaviours, and prepare themselves for the next obstacles they will

face. As teaching moves from a top down approach of conformance and attentive listening ("I teach and you listen") to a more inclusive sharing of ideas and helping students to learn, intangible skills like communication and conflict management are the keys to success in this environment, and coaching is an efficient method to address such challenges. Coaching can be targeted to address any development need or problem solving that is required, and it is this adaptability that makes it particularly effective.

HIGHLY EFFECTIVE TEACHERS

They show unconditional respect towards their students, regardless of what's happening in the classroom or individual negative behaviour. They all listen "emergently" – paying full, non-judgemental attention to their students. They are not after "conformance". Rather they encourage questioning and learning through meaningful activity that stimulates individual thought. Above all, they provide a safe environment where learning can take place, free of anxiety and negativity.

FOCUS ON ACHIEVEMENT

Setting high standards of education and achievement in the classroom is a simple strategy that helps students stay engaged in classroom material. Focusing on the achievement of students in the classroom will require a comprehensive strategy of setting high educational standards, challenging students to meet the requirements, encouraging students to ask questions, and making adjustments to meet the needs of every pupil to improve student achievement. Behavioral problems within the classroom can seem distracting at first, but classroom management rewards that are combined with high expectations can make students interested in the material.

Expecting students to succeed, asking questions and getting involved in the curriculum can naturally motivate each student. Behavioral challenges require support, encouragement and the belief that

students can achieve high standards to overcome the challenges and distractions.

OFFER SUPPORT AND BELIEF IN THE STUDENTS

Believing in the students and offering support throughout the school year can help improve their achievement levels. When students are misbehaving and acting as a distraction in the classroom, it can relate to the lack of support and belief in their abilities. When the students are getting honest responses and help to improve their weak areas, it is easier to maintain motivation.

Improving the behavior of students in the classroom is part of a teacher's job. By taking measures to support students, offering different teaching strategies and focusing on rigorous educational standards, teachers are keeping the class motivated and encouraging better academic performance.

The present Education has eroded student confidence and placed an emphasis on learning to acquire information, achieve a score, and meet a "standard." Our most important job as educators, however, is not to produce a generation of right answers; it is to produce a generation of confident, eloquent thinkers who can understand, effectively utilize, and enjoy their individual learning processes.

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