

DEVELOPMENT TEACHING PROCESS AND THE INDICATORS OF HIGH PERFORMANCE IN CLASS EDUCATION

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ABSTRACT

Indeed, any strategy for change must contend with the diverse factors affecting the education system, the interactions of its parts, and the intricate interdependencies within it and with its environment. As we consider these problems, we become increasingly cognizant of the various possibilities of using concepts and methods of the study of complex systems for providing direction and strategies to facilitate the introduction of viable and successful changes. A key insight from complex systems is that simple solutions are not likely to be effective in cases such as the education system, and that providing a balance or coexistence of what seem to be opposites may provide the greatest opportunities for successful courses of action. In the following we consider. Integrating the commonly polarized goals of education; i.e., the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student. Adapting teaching to different student characteristics by using diverse methods of teaching.

1. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.
2. Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.
3. Education is a process by which human beings and societies reach their fullest potential. Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues. It is also critical for achieving environmental and ethical awareness, values, and skills consistent with sustainable development and effective public participation in decision-making.
4. Policy-makers concerned with children’s access and participation in education would find this indicator. When investigating or reporting on learning standards, it is important to know how they were developed, what knowledge and skills they describe, and how they are actually used in schools.

To consider ways and means by which the international community can deal more effectively with environmental concerns, in the light of the other recommendations in its paper research. To help to define shared perceptions of long-term environmental issues and of the appropriate efforts needed to deal successfully with the problems of protecting and enhancing the environment, and a long-term agenda for action during the coming decades. The need to protect and enhance the human environment within a common framework and principles led to the Development (UNCED), more commonly known.

Key words: *Class Education, educators and subject-area specialists, public-commentary periods, development, reforms.*

JEL Classification System: **SI, S2, S3, N0, N1, N2, N3, O1, O2, O3**

GENERAL INFORMATION AND PURPOSE OF THIS PAPER RESEARCH:

What is the relationship between: Education and Class Performance in Education?

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies. On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand, the goal of education is viewed as facilitating students' autonomous learning and self-expression. The former approach which converges toward the teaching of specified subject matter may be termed 'convergent' teaching and the latter approach which stresses open ended self-directed learning may be termed 'divergent' teaching. The convergent approach is highly structured and teacher-centered; the students are passive recipients of knowledge transmitted to them and learning achievements are measured by standardized tests. The divergent approach is flexible, student-centered, where the students are active participants in the learning process and learning achievements are assessed by a variety of evaluation tools such as self-evaluation in parallel to teacher evaluation; documentation portfolios; and special projects (*see also Niche Selection (link to be added soon)*).

In the highly complex education system, there may be various combinations of the different approaches to teaching and probably no 'pure' convergent or divergent teaching. Still, the tendency in the education system of today is toward the convergent approach. In fact, among the current suggestions for implementing educational reforms to deal with the considerable problems of the education system, there has been a strong emphasis on setting convergent goals, an aspect of which is the use of across-the-board standardized testing. Testing has been commonly viewed as a prudent way to determine the success or failure of the teaching and learning process. There has been a relatively limited use of other means of evaluation which are more complicated and more demanding in terms of application and interpretation.

The relationship between environmental education, education for sustainable development and development education is complex, and the three often display more similarities than differences. All three are essentially concerned with behavioral change through education and the promotion of values, attitudes and understanding. A core value promoted by the three sectors is respect: respect for you, respect for others, respect for the world we live in and respect for the planet. However, a closer examination of each sector suggests that each has a primary aim or focus that sets it apart from the others.

Sustainable development is not a new concept. It means living in harmony with the nature in full recognition of the needs of all other species. It is no just "the survival of the fittest", we must help even the weakest of the species to survive because each species has a role to play that is ultimately beneficial to the earth and all its human population. Our forefathers preached us the need to coexist with the environment in a balanced manner. The needs of the people in different parts of the world may be different, but our dependence on the Nature is similar. The most important thing to remember is that we have only one earth and if we destroy it by our actions, our children will not have a place to live. "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs." Brundtland, G (1987) *Source: Our Common Future: The World Commission on Environment and Development, Oxford: Oxford University Press*

Any development activity can be sustainable, if it is "a dynamic process which enables all people to realize their potential and to improve their quality of life, in ways which simultaneously protect and enhance the Earth's life support systems". *Source: (Forum for the Future, Annual Report 2000)*.

In short, if we care for the comfort of the present generation only and do not think of the needs of the future generations, and we damage the environment by various development activities, these activities will be termed as unsustainable. In taking every action, small or big, the possible damages to the environment must be given full consideration and the action must not leave behind a degraded environment. Technically, sustainable development is defined as a path of development in which no permanent and irreparable damage is done to the environment and the resources are kept intact for the future generations. The earth has everything for each generation, but it depends on the proper use.

The present generation can survive very well on the resources available, but they must also leave behind enough resources for the future generations. It is necessary that a sustainable development path do not have any negative factor that is responsible for causing adverse impacts on the environment.

A sustainable development programmed is friendly to the ecosystem in all respects and has the capacity to absorb abrupt changes of the present and the future. Sustainable development has also a strong element of socio-political development. Thus, sustainable development programmed must have equal concern for all sections of the society with a balanced economic development and environmental protection.

The programmed should have a long-term view of future consequences of any action taken today. In short, sustainable development has become the cornerstone of development planning today and has also become a principal tool of negotiation in international aid packages to the countries.

The sustainable development can be broadly classified into three different kinds, viz., environmental sustainability (no permanent damage to the environment), economic sustainability (economy remains stable with equitable sharing of resources) and sociopolitical sustainability (maintaining social harmony and political stability). Alongside the Gross Enrolment Ratio or GER (defined later in “Linkages to Other Indicators”), particularly useful. A sharp discrepancy between the GER and the NER indicates that enrolled children enter late to the first grade or do not progress regularly through the grades and that the system’s internal efficiency could be improved. Appropriate policies and measures could then be adopted to address problems of grade repetition and drop-out as well as bottlenecks with regard to retention in school.

Enrolment Rates in class

As educators seek ways to meet the demands put upon the education system in today’s world of rapid changes and ever-increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning. *Source: Lemin 2018.* Educators who stress the importance of the acquisition of specific knowledge as a useful way to prepare the students for productive future functioning, must come to realize that even for the purpose of this goal alone, a divergent approach is needed today. With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students’ capacity for self-directed learning and self-growth. *Source: Lemin 2018*

On the other hand, those who emphasize the importance of autonomous growth and creative self-expression must realize that the students need academic skills (such as reading, writing, calculating, etc.) as prerequisites for productive self-expression. Since the creative process involves new ways of using existing knowledge, it is important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching). *Source: Lemin 2018.* Hence, convergent and divergent teaching strategies are both needed and the challenging question is how to find the balance between them within the complexity of the process of teaching and learning. *Source: Lemin 2018*

It is likely that the two approaches may increasingly become not mutually exclusive but interrelated and interdependent. Past 20 years have seen an accelerated process of globalization that has impacted countries around the world. However, not all have benefited equally and many have benefited little or not at all from this process. A global economy based on current patterns of consumption and production is placing heavy stresses on many ecosystems and climate change threatens to undo and even reverse progress made toward meeting the *Millennium Development Goals*.

Therefore, the challenge is to sustain the process of poverty reduction and development while also avoiding greater damage to the environment and adapting to the damage that has already been done. As the international community prepares to tackle these challenges and looks beyond it to agreement on a set of Sustainable Development Goals, education is an untapped sector. This policy brief outlines the ways education is critical to realizing the goals of sustainable development through five priorities that should be incorporated into the discussions if the conference is to set an achievable strategy for sustainable development:

- a) *Support quality early childhood development and learning opportunities for girls and boys;*
- b) *Ensure that basic literacy and numeracy are learned in school;*
- c) *Enable young people to make the transition to and complete relevant post-primary education;*
- d) *Equip young people with relevant skills for 21st century lives and livelihoods;*
- e) *Make learning spaces safe, climate compatible and sustainable.*

Education Indicators and the Measurement Methods:

In general, adaptation to individual differences under convergent teaching tends to be limited. The students are all expected to strive toward one goal of learning specified required knowledge; some may attain it and others may fall by the wayside or be given some remediation with limited results. *Source: Lemin 2018.* Nevertheless, there are various possibilities of effective adaptation to individual differences under convergent teaching. In addition to

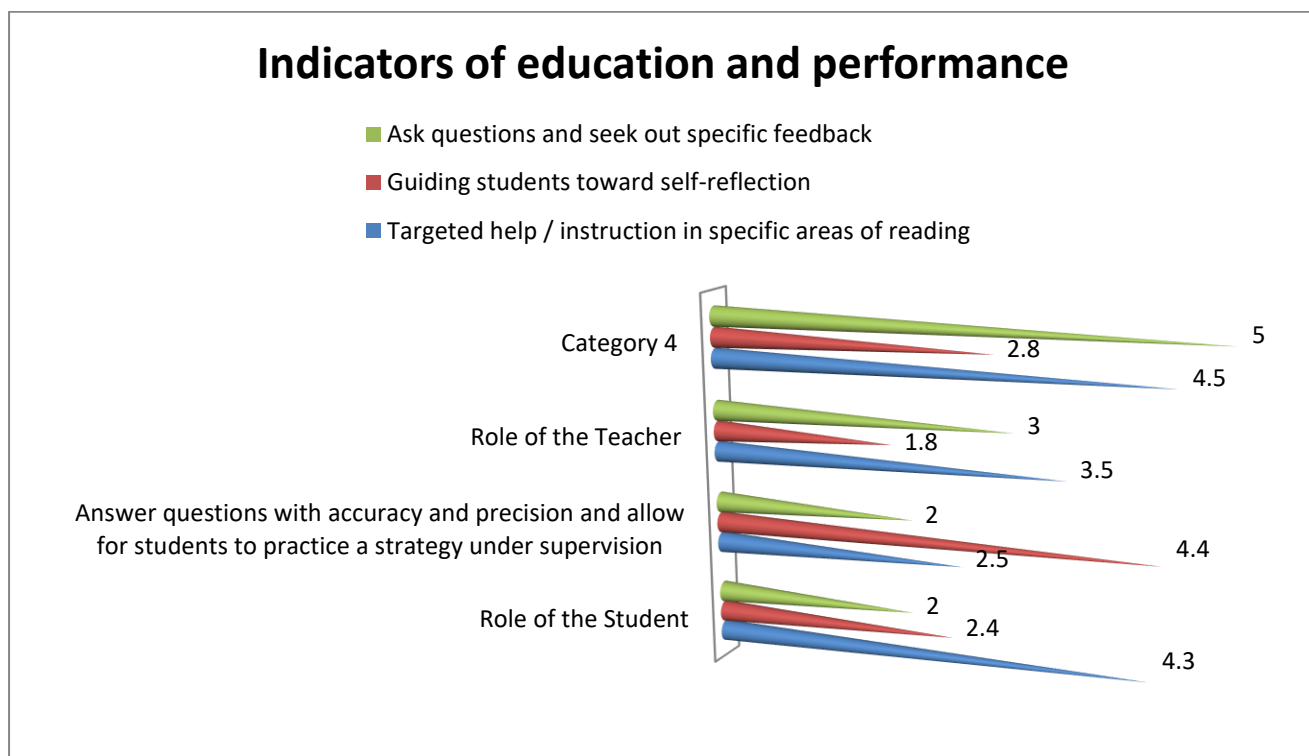
adaptation in the rate of learning, where each student can be allowed to work at his/her own pace, there are many possibilities of adaptation through the use of diverse methods of teaching. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a ‘multi-convergent’ approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements. As the students experience success and consequently a sense of competence, their motivation is enhanced to pursue further learning. Such an approach has a better potential for success than the common reality of students with learning difficulties, who often struggle through remediation with a sense of inadequacy and discouraging experiences of failure.

Adaptation to individual differences under divergent teaching may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning. Yet, there are students who may not function well under divergent conditions because of their strong need for guidance, direction, and structure. Divergent teaching can cater to such needs by individual guidance, along with ongoing assessment and subsequent modifications. This is a ‘guided-divergent’ approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

Determine the population of official school age by reference to the theoretical starting age and duration of ISCED97 Level 1 (primary education) as reported by the country. Divide the number of pupils enrolled in primary education who are of the official school age by the population for the same age-group and multiply the result by 100. This method requires information on the structure of education (i.e. theoretical entrance age and duration of ISCED97 Level 1), enrolment by single years of age and population of the age-group corresponding to the given level of education. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

1. The education standard and indicator information is also important to secure funding from donors and potential donor countries and organizations.
2. If, for example, all of the countries in region A are reporting over 100 per cent enrolment and/or 100 per cent of qualified teachers, it would appear as if these countries are doing very well as regards access to and quality of education.



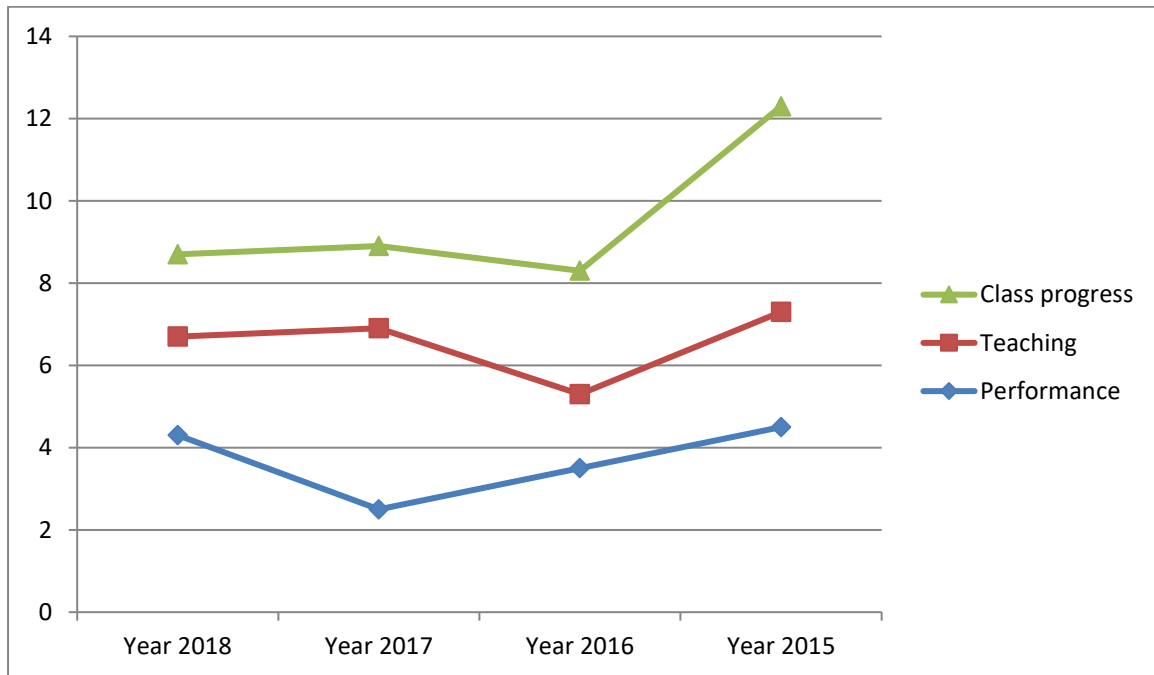
Standards and Indicators and Other Key Terms 1: The data collected can also be used to seek out new and strengthen existing partnerships. If UNHCR notices for example that there is a very low percentage of 15–24-year-olds enrolled in training programmed, then UNHCR and relevant partners can use this information to address this gap and strengthen non formal education activities.

LITERATURE REVIEW AND HYPOTHESES

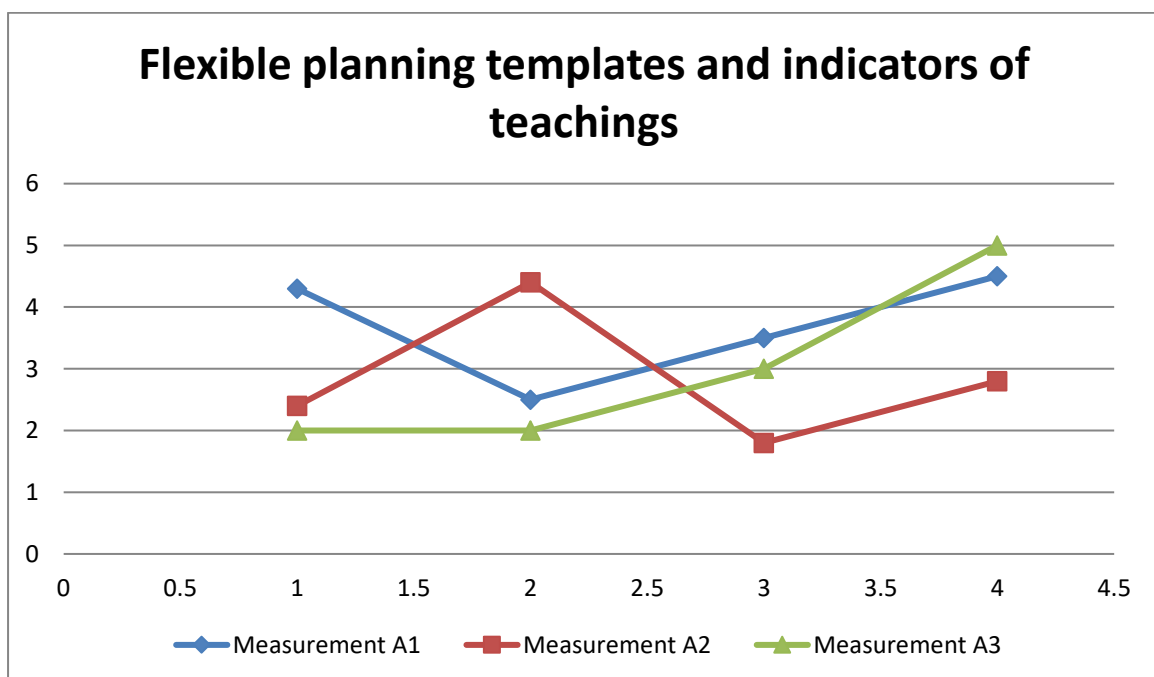
What is sustainable development?

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than the traditional classroom teachers. For example, valuable teaching can be done by peers of different ages and abilities. Also, parents, grandparents, and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment, and others. Also, high-tech resources such as multimedia technology, computer programs, telecommunication, the Internet, audio-visual techniques, and others can provide beneficial options. Student learning can be greatly enriched further by traveling - near and far; interaction with people of different cultures; different geographical areas; different occupations, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The concept of sustainable development emerged as a response to a growing concern about human society's impact on the natural environment. The concept of sustainable development was defined in 1987 by the Brundtland Commission (formally the World Commission on Environment and Development) as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs' (Brundtland, 1987).



This definition acknowledges that while development may be necessary to meet human needs and improve the quality of life, it must happen without depleting the capacity of the natural environment to meet present and future needs. The sustainable development movement has grown and campaigned on the basis that sustainability protects both the interests of future generations and the earth's capacity to regenerate. At first it emphasized the environment in development policies but, since 2002, has evolved to encompass social justice and the fight against poverty as key principles of sustainable development. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*



In this graph: Percentages and rates are particularly useful in calculating indicators, as opposed to absolute values, which are the numbers that have not been divided by a total and are not part of a fraction. To calculate the percentage of female teachers you divide the numerator, the total number of female teachers by the denominator, the total number of teachers.

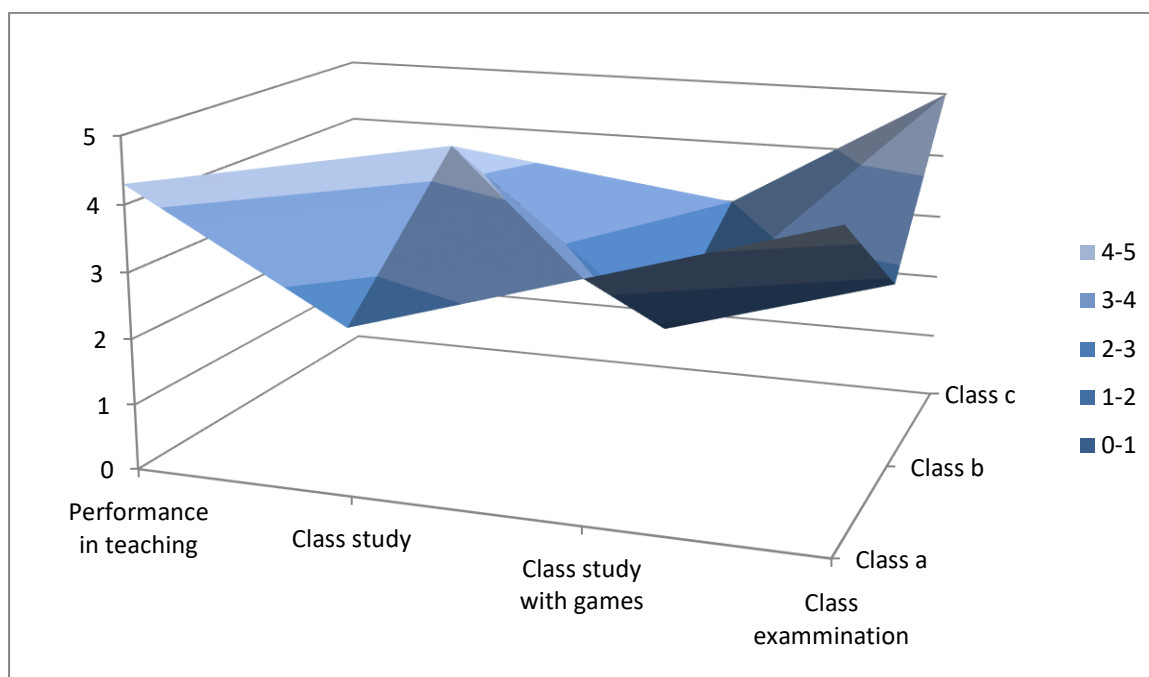
HYPOTHESES AND THE AIM OF THIS PAPER RESEARCH

What role does education play in sustainable development?

Ability levels and patterns of different abilities

Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. Even if the two have an identical IQ, for instance, the profile of different abilities can be quite dissimilar and many other personality characteristics add to the dissimilarity of the students' attributes that affect their learning. *Source: Systems Perspectives on Education and the Education System, New England Complex Systems Institute (2002)*

The over-simplification of today's ways of adaptation to students' differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. In some cases this has led to phenomena such as, "learning disabilities", "conduct problems", "attitude problems", "anxiety and school phobias". The complexity of this issue is apparent as one considers results of research studies or surveys measuring students' performance under conditions aimed at "slow" versus "fast" learners.



COMMUNICATION IN YOUR CLASS

The diversity of patterns of mental abilities is well recognized today, yet little has been done to develop adequate conditions aimed at adapting teaching to this diversity. It is possible to design instructional strategies and learning materials that provide options and flexibility for matching students' particular patterns of abilities. Thus, teaching strategies can be differentially facilitating various ability patterns. The interaction between specific aptitudes and specific teaching styles can be important in considering the various options of implementing changes in the teaching and learning

process. Also, matching teachers' styles with students' ability patterns can have significant effects on students' attitudes, motivation, and achievements.

- a) *To be embedded in the curriculum in an interdisciplinary and holistic manner, allowing for a whole-institution approach to policy making.*
- b) *Share the values and principles that underpin sustainable development.*
- c) *Promote critical thinking, problem solving and action, all of which develop confidence in addressing the challenges to sustainable development.*
- d) *Employ a variety of educational methods, such as literature, art, drama and debate to illustrate the processes.*
- e) *Allow learners to participate in decision-making on the design and content of educational programmed.*
- f) *Address local as well as global issues, and avoid jargon-ridden language and terms.*
- g) *Look to the future, ensuring that the content has a long-term perspective and uses medium and long-term planning.*

The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance. Governments can define national programmers, collaborate with local level governments and develop incentives to ensure that school leaders participate.

CONCLUSIONS

Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on students' academic performance (See Kagan's work on impulsive and reflective cognitive styles, Witkin's work on field dependent style, Sternberg's work on mental self-government styles, and the work on computer simulations preferences). Some educators have begun to acknowledge the importance of adapting teaching strategies to student's different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learned. Thus, the effectiveness of teaching and the pertinence of the assessment of learning achievements can be enhanced by teachers' adaptation of instructional strategies to students learning styles.

The questionnaire was circulated to a wide range of groups in the formal and non-formal education sectors, including subject associations, subject support services, teachers' unions, education centers, Vocational Education Committees (VECs) and youth organizations. Target groups also included non-governmental organizations (NGOs) working in the environmental, development, human rights, community and voluntary sectors, and businesses associations including the Small Firms Association, the Small and Medium Enterprise association, the Business and Employers Confederation (IBEC) and others.

According to UNECE, projects and initiatives are considered good practice if they are closely related to ESD, generate ideas and contribute to policy development. They must have some of the following outcomes and characteristics:

- a) Focus on educational and learning dimensions of sustainable development;
- b) Innovative development of new and creative solutions to common problems;
- c) Make a difference and have a tangible impact on those concerned;
- d) Have a sustainable effect;
- e) Have the potential for replication;
- f) Support evaluation in terms of innovation, success and sustainability.

The basic idea is to make sure that students are learning age-appropriate material (knowledge and skills that are neither too advanced nor too rudimentary), and that teachers are sequencing learning effectively or avoiding the inadvertent repetition of material that was taught in earlier to my address critical thinking, logical reasoning, and problem solving; oral and written communication; perseverance and work ethic; digital technology and media; or multicultural literacy. Traditionally the higher education system in Albania has comprised the university sector, the technological sector and the colleges of education, all of which are autonomous and self-governing, although substantially funded by the state. In recent years, a number of independent private colleges have appeared and grown although there has been limited progress in some third level institutions in addressing the issue of a whole school approach to ESD. On the other hand, many third level institutions have introduced courses in sustainable development: The Masters of Science in Albania.

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