Assignment 4

It suggests the idea that the goals an educational institution might be oriented towards are multidimensional and contested, and implies the multicentred interpretation that there is not one best way for an educational institution to operate. Skills took evidence as to whether the statementing process was 'fit for purpose'.

The chairman of the committee (On 18 January 2006 the Select Committee on Education) commented: 'Is that not at the heart of the problem? There is a sense in which there is no bog-standard child: every child has special educational needs at one level ...' (House of Commons 2006).This is a recognition that the education system needs to be multicentred in order to accommodate the variety of learning needs that are presented.

Professional teachers who are equipped to respond to the diversity of needs and purposes that they confront. There is no way that teachers can be prepared, in preservice training, for the variety of demands they will meet in the course of their professional lives. Some criteria such as age or geographical location, could produce some very interesting perspectives on what people think is important in a high-quality school or university.

This is not the same as arguing that all research should be at the classroom level. But it does mean that there needs to be the capacity to read and interpret research at the level of every classroom. This is not the same as saying that teachers need to be given 500-word summaries of research as a source of 'good practice'. Teachers need to be able to make judgments about what is best for their classrooms. And they need to be motivated to implement those ideas when they find them. This is the only kind of quality assurance that can work in the long-run.

Eg. The young child are draw his attention immediately so the teachers stimulus them to responds. The child are 11-13 years old, they are draw his attention only on his mind, that playing with friends but they don’t like imaging, observe and solving the problem. They like practical work (painting, craft, consider about problem, mechanic). The child are over 13 years old, they interest why, what and how and want to think freely. They seem ,they do all the work their self.

I think that teachers are well known the science of psychology .The science of psychology has wider and more important practical than the psychology. The children’s psychology is different according to their age. The teacher will need to be a researcher in order to support quality education throughout her career. The good teacher need to understand the children psychology. The only way in which this makes sense is if we prepare teachers to be constant researchers, to collect and sift information about the issues that they encounter as they gather teaching experience. Then different level of education (different learner) need different teaching methods and new research finding.

No training can prepare one for everything that will happen in a career. We prepare student teachers, in general, to deal with pupils with special educational needs. Eg. In engineering education, vocational education lanners are 13to 17age in Myanmar. They are interest in practical works so the range of special educational needs that a practicing teacher will encounter them, and we trained to be skill man to technician, who is controlling a particular type of equipment or machinery in good.

At periodic but unpredictable points in their subsequent careers, teachers will need updates on specific educational needs that they encounter. They should be told that it is acceptable to evaluate the quality of a teacher by the examination results achieved by their pupils. If a teacher's classes consistently achieve poorly, we should certainly ask what is going on, and whether there are ways of improving performance.

Eg. Technologist in Myanmar, They well done engineering work heroically and solving problem and can do their work skill and can lead other Skillman.

Specifying educational programmes in terms of learning outcomes so that what is on offer can be understood by those who come from families that have no experience of higher education may be a very good idea. Unfortunately, however, such systems can frequently become reduced to a simplified process of 'ticking boxes', a defensive management technique rather than an active way of increasing understanding of the system.

Eg.Myanmar engineering education make policy for outcome base education and try to quality Assurance University. So we trained to engineer, who are perfect engineer, leadership, solving problem, using modern equipment and new creating power and critical thinking. Therefore we trained them only theory and practical work for engineering education but also thinking as a wise man.

The teacher are not only special trained for engineering education but also need for evidence.One hardly needs anecdotal evidence of this tendency towards micromanaging every aspect of the educational system. It has even acquired its own name of the 'new managerialism'. In all aspects, increased paperwork, checklists and codes of practice proliferate.

The will to control is part of our everyday experience of education. From the competences that newly qualified teachers are supposed to exhibit, to the detailed specification of what people will have achieved by following a course of study, every aspect of education is becoming increasingly bureaucratized. (Now that is not to say that bureaucratization is all bad. Bureaucracy, in Weber's terms, is about removing personal privilege and providing clear, rule-governed systems that will treat people fairly in relation to their position, not in relation to their person or status.)

Eg. The technicians and engineers are competence their work but they haven’t evidence that their quality is not assurance so we compares with the benchmarking and check paperwork. Benchmarking is a perfectly sensible way of proceeding. But there are better ways of benchmarking that crude league tables. And we should never lose sight of whose achievements an assessment actually records.

This line of argument brings me back to the question of quality assurance. If total control is impossible, what kind of quality assurance is possible? And having identified that measure of performance, to construct a league table. A good university might be one that excels in research; that provides excellent teaching; that provides a supportive social environment for students from all backgrounds; that provides opportunities for all individuals to develop their skills in a very wide range of pursuits. But if we simply refer to a 'good university' or a 'world-class university' then there is normally very little doubt about which institutions we are referring to. We assume that all of those excellent qualities coexist in a handful of institutions, with- out very much evidence, on the grounds that those institutions have a high reputation and seem to appear regularly at the top of league tables that are published to make it easy for us to comprehend that complexity. And the only conceivable answer is a system of quality assurance where the elements of reflection on action, and the motivation to improve all aspects of performance, is universally distributed. This is the only system of quality assurance that can function in a complex system.

Eg. Our University look forwards to becoming 'world-class university’. So we emphasized quality assurance. Therefore -

1. Establish Quality Management System.

2. Used Outcome Base Education.

3. Fit for objective.

4. Check Internal Audit.

5. Continual improvement System.

Promoting a quality system involves much more than simply measuring the performance of institutions on a wide range of dimensions. It means ensuring that professionals engaged in those systems have the research skills to interrogate that data, to form opinions and to debate reform procedures. In short, it means taking the concept of ‘fitness for purpose' seriously. Attempting to measure the performance of a complex system should be the beginning of a debate about quality enhancement, not the end of it. There has been a good deal of research into league tables, including some that I have done myself. My own work in this area has been on the possibility of using data envelope analysis (DEA) for benchmarking purposes.

This might also lead into some interesting comparative work, to identify whether there is a range of inputs and outputs over which useful comparisons can be made on an international basis. Several rather crude national systems of comparison have been used, and it is clear that international comparisons are at least an aspiration of some newspapers, but whether there are convincing ways of conducting such international comparisons remains to be established. It would not be proper to leave this topic without noting that DEA has been advanced before, but has also been met with some very robust criticisms.