

**SUAN SUNANDHA  
RAJABHAT UNIVERSITY**

**EAD 5628**



# The quality assurance system

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# Presentation 2<sup>st</sup> homework



Present the results of self-assessment in the past year

Have students write their work at work or in your career over the past year. then assessed on a score scale of 5 4 3 2 1 with the highest score being 5 and the lowest score being 1 and specify the reasons for self-assessment



# Quality Assurance : QA

Creating a culture of quality and working happily in quality assurance

This is to create a culture of working that is systematic to build connections. and the determination to always do better for oneself and the public

# Important fundamentals

- ⊕ University mission
- ⊕ Unity of direction
- ⊕ Management by fact
- ⊕ Good governance
- ⊕ Continuous improvement
- ⊕ Learning organization

- ⊕ All departments must have action that meets the core mission of the university.
- ⊕ The agency's operations must be consistent with the university's policies and strategies. To encourage the whole organization to develop in the same direction.
- ⊕ Provide management and decision-making systems based on analytical data.
- ⊕ The administrative process is based on transparency and fairness of the state.
- ⊕ Aiming for excellence in the operations of all departments that are constantly developing and improving.
- ⊕ Such developments to lead to a knowledge-based organization

# Three key parts of the quality assurance system

## Developing (Controlling) Quality

- Creation of systems and mechanisms
- Follow-up control to operate according to the system

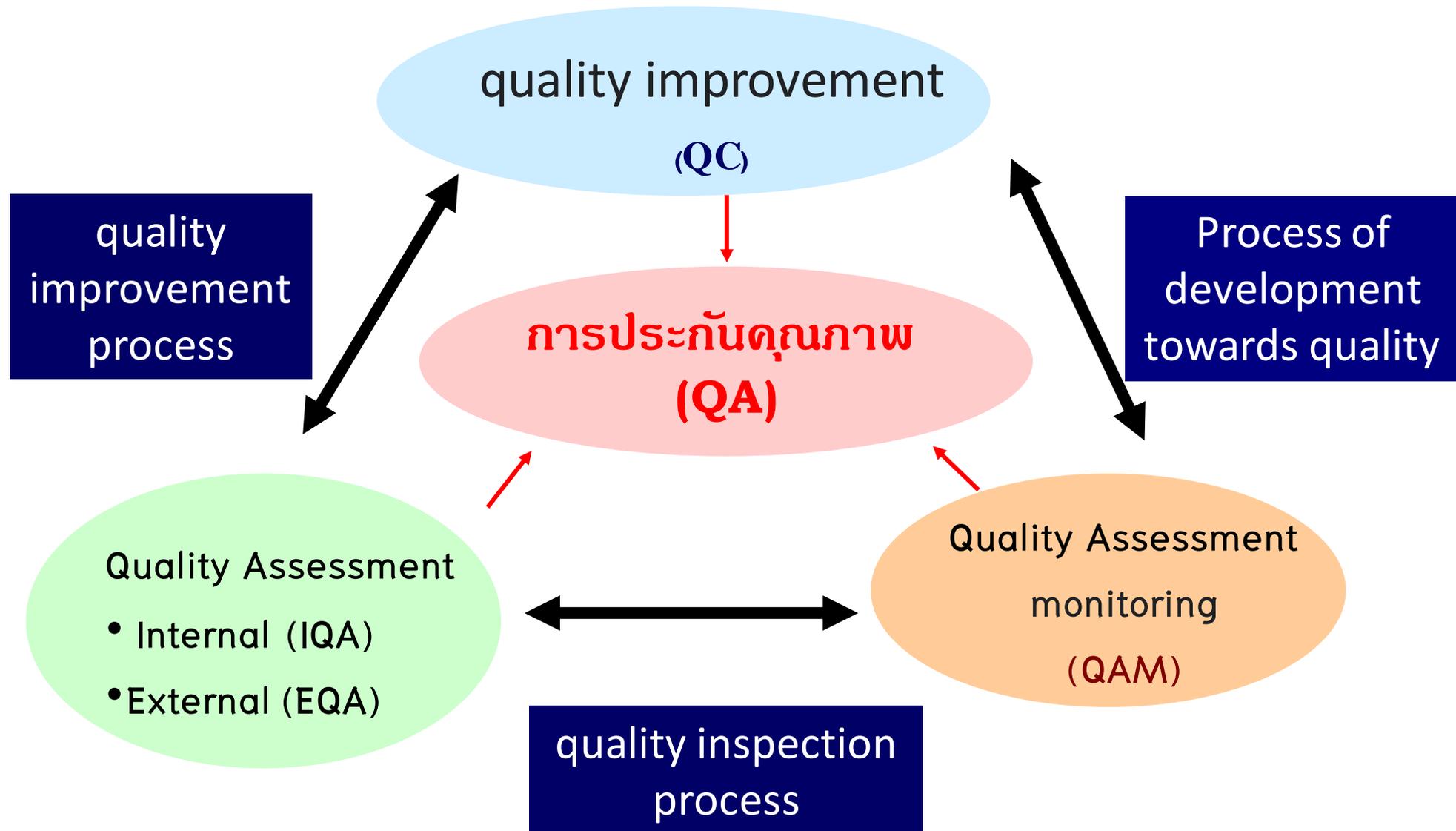
## Quality inspection

- Examine the quality control system and mechanism and have implemented
- View performance to get feedback
- Mechanism of improvement

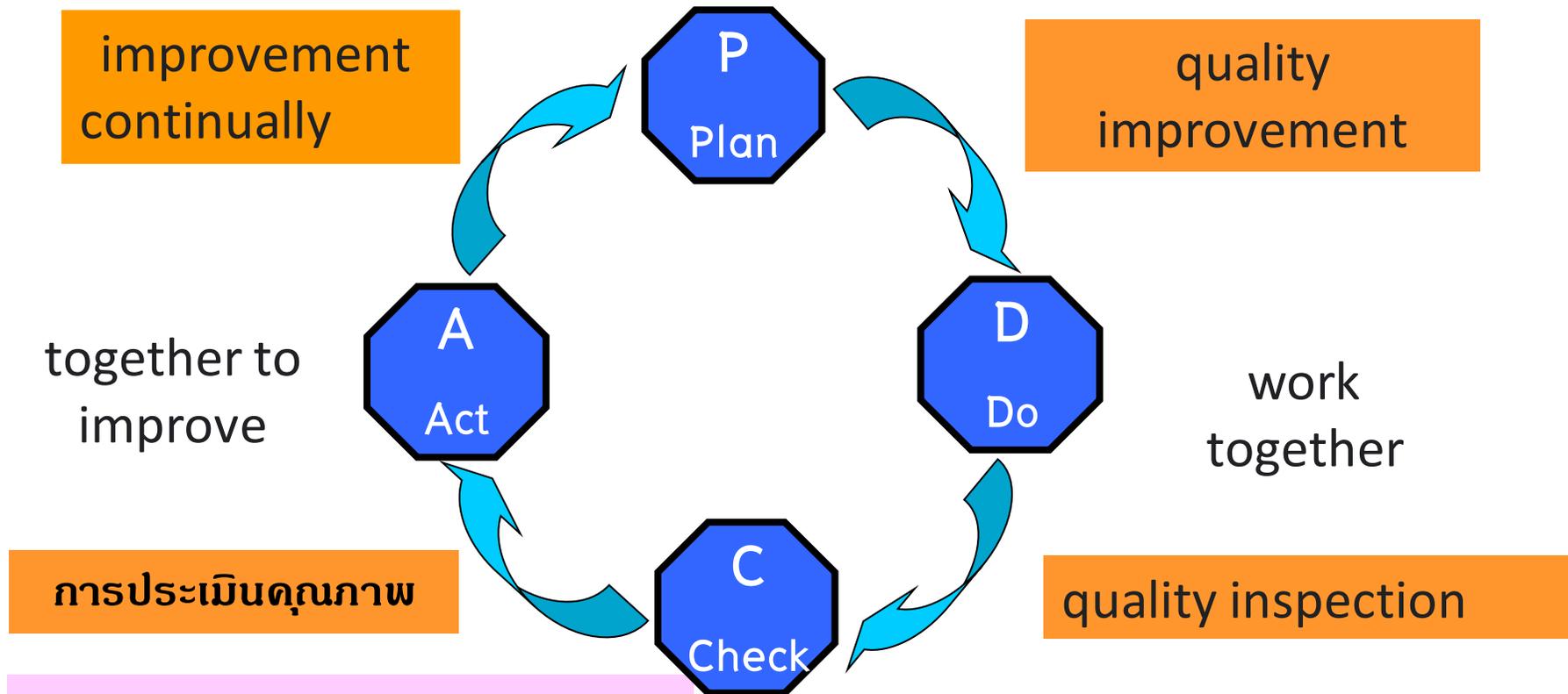
## Quality assessment

- Analyze and compare performance with goals
- Competition
- Resource allocation

# Educational Quality Assurance System



# Quality Assurance Concept



- There are 3 steps.
1. Development (control) quality
  2. Quality check
  3. Quality assessment
  4. Continuous improvement

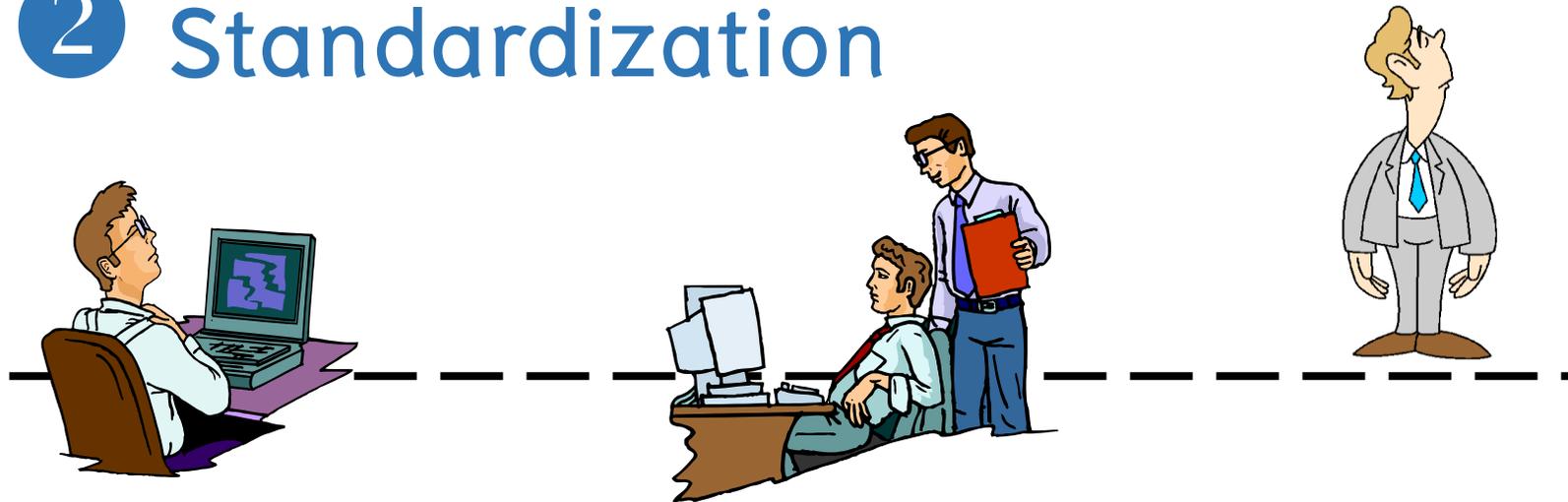
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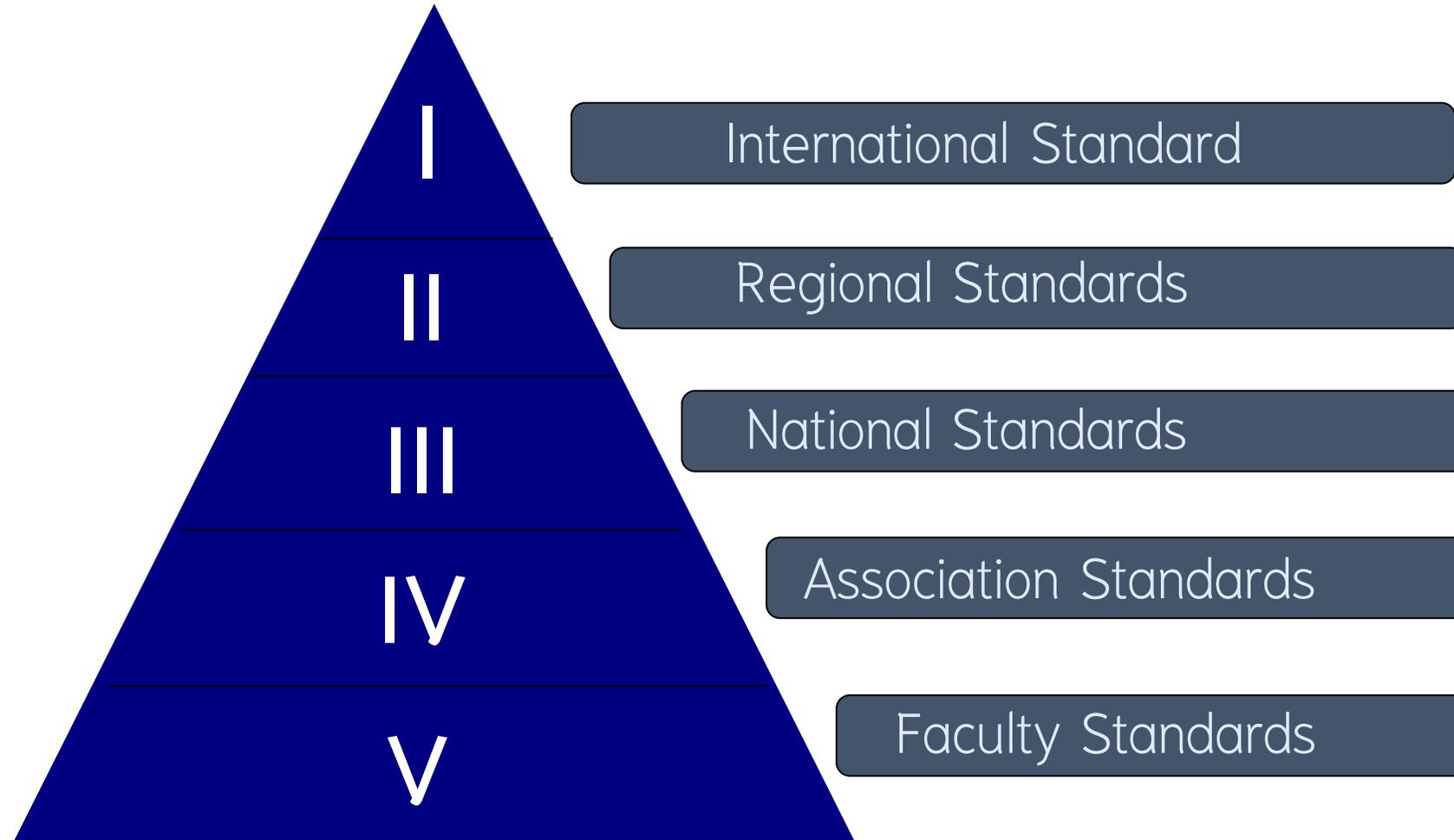
# ① Continuous improvements



# ② Standardization



# Level of Standards



# Roles and duties of personnel

① Study quality components

Answer : “What elements does the work we do relate to?”

② Study the evaluation index for each component.

Answer : “What index does the work we do relate to?”

③ Study the indices and benchmarks in detail. Study the indices and benchmarks in detail. The answer is, “How do we have to do our work in order to be standardized?”

Answer : “How do we have to do our work in order to be standardized?”





Teacher Quality is the Key  
to Improving Education in  
Asia and the Pacific



Teachers are a key element of addressing the ongoing education crisis in Asia and the Pacific. Fully supporting educators now will pay off generously over the long term.

The global learning crisis is actually a teaching crisis. The quality of teachers has the greatest impact on improving student learning outcomes. Most developing countries in Asia and the Pacific face major challenges in recruiting the best candidates for a long-term teaching career.



New models of teacher education are needed in developing countries to enhance their competencies. For instance, if the learning level is poor, greater control of how teaching practices are applied is important, while greater teacher autonomy is needed where the quality of learning is already improving.





Another related challenge in many teacher education programs is how to update and innovate practices to sustain higher level of learning to motivate teachers and students.



Transformational teacher education reform requires collaborative efforts, resources, and expertise of governments and universities. This is particularly important at a time when the focus is shifting from face to face mass education to personalized blended learning with the goal of developing self-directed lifelong learners.

The role of teachers is changing. They serve as facilitators for learners who are lagging behind as well as for highly motivated, well performing students. In this environment, teachers are not the only source of knowledge; rather, teachers should be able to say, 'I don't know' to certain questions, and work with the students to find answers.

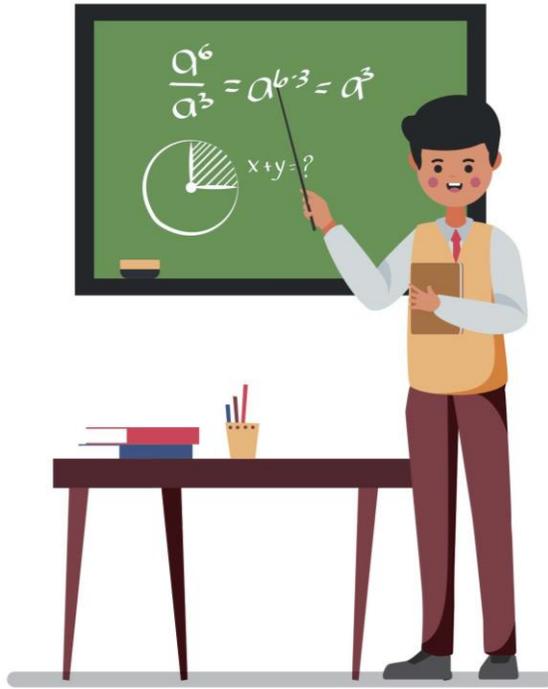


It is crucial for developing countries to ensure rigorous university-based teacher development programs by drawing on best practices from successful countries.



To realize this goal, it is important for governments to prepare a pool of students who have a solid secondary education followed by good performance in college and an interest in teaching. Policy-makers also need to focus their attention on hiring and training teachers from under-represented groups, such as ethnic minorities.





Teacher education should be developed as a whole, and not based on short-term project needs. Teachers should be able to gain higher academic degrees through well-developed university programs. Policies and incentives supporting career paths and teacher professional development programs should be articulated in a framework which defines the regulations, structure, and resources required to be a successful teacher.

It is crucial for developing countries to ensure rigorous university-based teacher development programs by drawing on best practices from successful countries. More emphasis should also be placed on screening, training and mentoring the most promising teachers to become teacher trainers, educators, and supervisors. They should have a very wide teaching experience, deep subject knowledge, and demonstrated mastery and understanding of effective pedagogical practices.



Governments need to ensure that the best teachers are not only recruited and trained, but also deployed to the areas where they are most needed. Adequate compensation, bonus pay, good housing, and support in the form of professional development and career opportunities should be used to encourage trained teachers to accept positions in rural or disadvantaged areas. Selection of teachers through a transparent and rigorous process combined with local recruitment with good incentive packages can also ensure that quality teachers reach children in remote areas.

Developing effective teachers during their careers is the key to driving learning outcomes. Teachers should be supported in a systematic way from all the levels of the education system, including school principals, supervisors, and managers at all levels of an education system.



In-service teacher education should be updated regularly. It should develop skills, including preparing lesson plans and conducting continuous formative assessment to track and support lagging students. Teachers should be able to grow professionally to become better educators.



New innovative approaches are needed. While blended learning approaches may help to scale up teacher development programs, the key will be to ensure that they incorporate knowledge about what works. It must allow teacher trainees to practice, receive feedback on their practice, and constantly engage into practice in order to gradually develop more effective pedagogy.





There is a risk that the learning crisis induced by the pandemic will worsen due to protracted learning losses. Since teachers are the key players to address this issue, they will require different types of support, especially in pre-service and in-service teacher education. Fully supporting teachers now will pay off generously over the long term.

How does a teacher maintain  
the quality of education

# How does a teacher maintain the quality of education



One of the best ways to improve the quality of teaching in a classroom is for the teacher is to guide students to be active learners rather than simply be spectators. Teachers should, therefore, look at ways to facilitate independent, critical, and creative thinking by using active learning techniques

**What is the role of standards  
in teacher education?**

# What is the role of standards in teacher education?



Standards are clear expectations of skills that teachers should be able to demonstrate. They may be used in training institutions, schools, inspectorate bodies, continuous professional development at an individual, school or cluster based level, training, induction, and self-development.

Some qualities of a good teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.



# 10 Qualities of a Good Teacher

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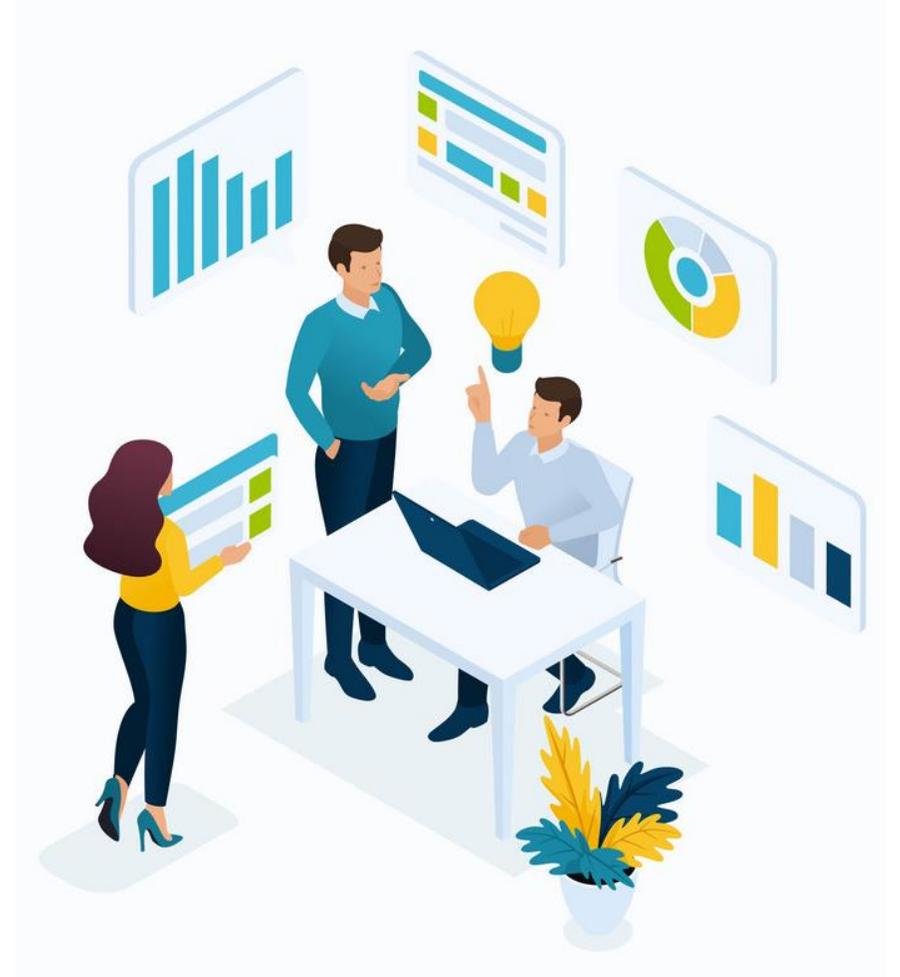
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# So, What Makes a Good Teacher?



Southern New Hampshire University (SNHU) education faculty and university students shared their thoughts on the qualities that make effective teachers stand out.

1. Good Teachers Are Strong Communicators.
2. Good Teachers Listen Well.
3. Good Teachers Focus on Collaboration.
4. Good Teachers Are Adaptable.
5. Good Teachers Are Engaging.
6. Good Teachers Show Empathy.
7. Good Teachers Have Patience.
8. Good Teachers Value Real-World Learning.
9. Good Teachers Share Best Practices.
10. Good Teachers Are Lifelong Learners.



**Quality education: Improve  
teachers' efficiency**

# Quality education: Improve teachers' efficiency

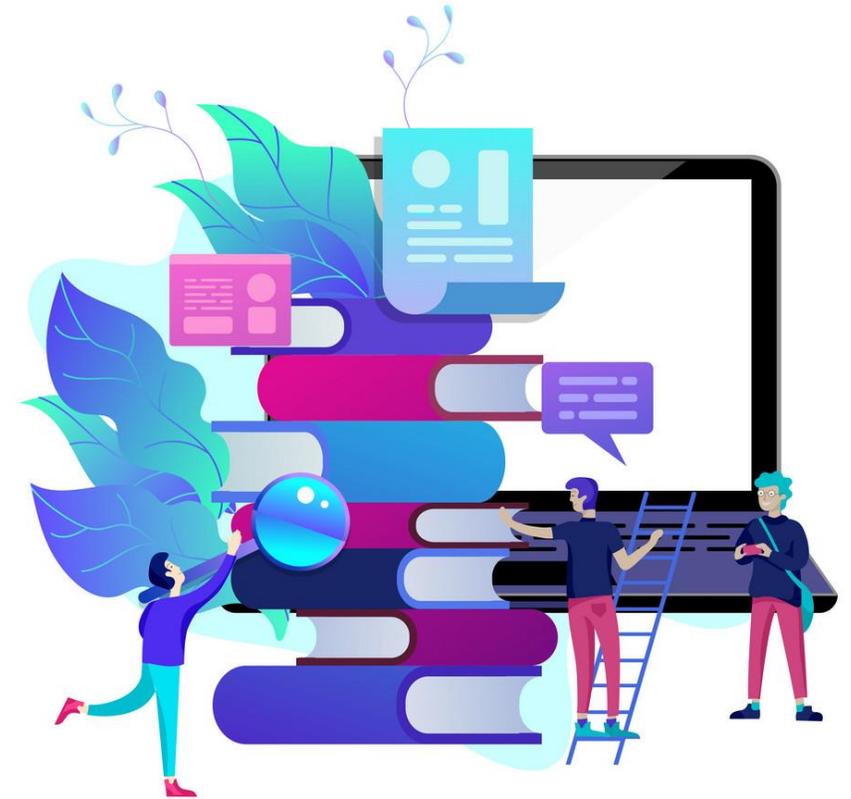


Parents want their children to be taught by competent, qualified and professional teachers. But how many of us encourage our children to become teachers with the qualities that we seek in their teachers?



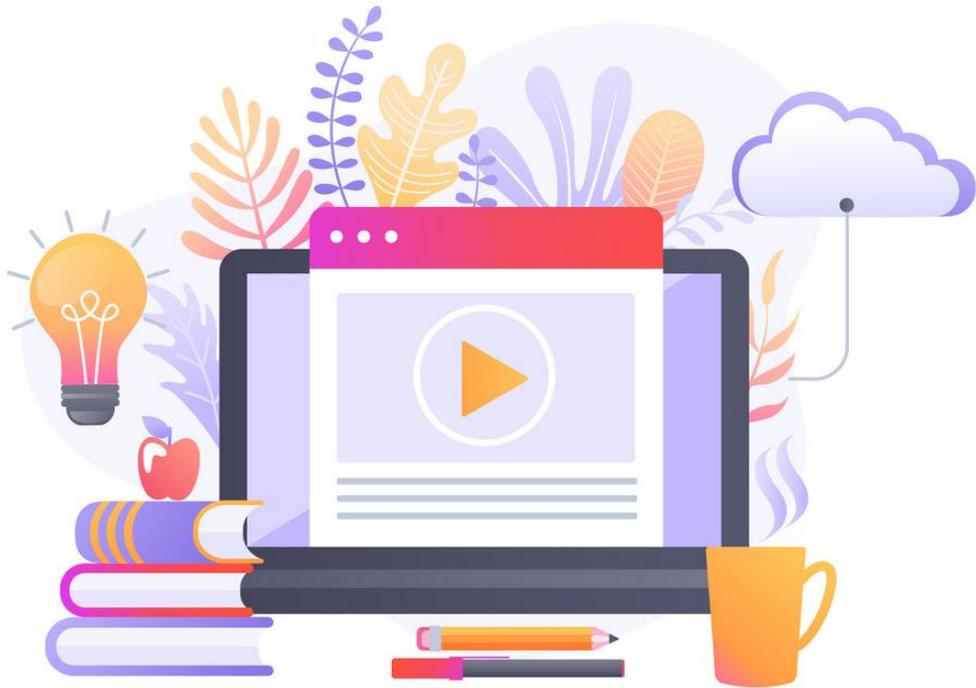
Teachers are the most influential factor in students' learning process. Therefore, teachers need to develop the three dimensions of learning skills – basic skills such as reading, writing, mathematics and vocabulary; cognitive skills such as non-verbal reasoning and problem-solving; and effective skills such as self-esteem and self-image.

We never get tired of advocating quality education. But do we really think about making teachers competent and efficient? There is a general tendency among the general public to blame teachers. But we tend to forget the fact that teachers are also the role models of a society.



Without recognising their contribution to the society, there is no meaning of talking about quality education. We parents want our children to be taught by competent, qualified and professional teachers. But how many of us encourage our children to become teachers with the qualities that we seek in their teachers?





Quality education is something we hear too often these days. But rarely are there discussions on ways to improve the quality of education. The government, hence, must take the lead to ignite the discussions to find ways to improve quality of education. There is an urgent need to devise new education policy and systems that ensure quality education. Quality education requires qualified and competent teachers.



We often talk about government schools, saying the education children get there is not up to the mark. This could largely be due to lack of qualified and competent teachers there. So the best point to start could be selecting teachers based on competence and professional responsibility.

There are five main areas of responsibility for teachers – their subject matter, their students, the institution they are involved with, their profession, and finally the community at large. The greatest problem in teaching today is how to create, sustain and motivate good teachers throughout their careers. Recruiting and preparing high quality teachers must remain a priority of policymakers, which is yet to happen in the context of Nepal.



Quality teachers can be attracted and retained by creating an atmosphere where they get positive support for their career enhancement, trainings, good remuneration and facilities. Furthermore, special efforts must be made to attract these qualified teachers who have the temperament and passion to cope with everyday challenges. And these teachers must receive necessary support so as to enable them to improve their efficiency.





In order to attract individuals to the profession and retain them, pay and perks must be attractive for both new and experienced teachers. The governments at all levels should also help in creating a good environment at schools so as to retain quality teachers.



Several pedagogical researches have shown that what teachers do in the classroom is undoubtedly the key educational determinant in students' learning and achievement. It goes without saying that not all teaching practices are equal in this respect.

It is therefore important to identify and promote the most effective practices, that is to say, practices which help to achieve desired learning outcomes in the most effective way. Quality teaching is the use of selected pedagogical techniques to produce learning outcomes for students.



In Nepal, it seems most of the teachers have very poor knowledge of pedagogical principles. It involves several dimensions, including effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

Quality education always helps to ensure security, welfare and prosperity of a nation. Therefore, education is the first priority for developing a nation.





The key factors influencing the quality of higher education is the quality of faculty, curriculum standards, technological infrastructure available, research environment, administrative policies, financing, evaluation and good governance.



The quality of education is assessed through the quality of curriculum, students, teachers/faculty, teaching methods, governance, financing, evaluation and linkages with other institutions.



Teachers play a basic and dynamic role in the educational system. It is said that good performance of students depends upon effective teaching of their teachers. One of the most difficult problems in educational research is recognising teachers' effectiveness – discrimination between “more effective” teachers and “less effective” teachers.



Effective teaching is a key responsibility of each and every teacher. Effective teaching is based on the teachers' teaching experience and their performance. Teachers' teaching experiences always reflect on their performance.

So the quality, competence and character of a teacher are of paramount importance. Teachers' quality is the key to ensuring the quality of education for quality outcomes. Qualified and competent teachers will not be able to carry out their tasks professionally without proper conditions that support their task.



What is role of curriculum  
in quality education?

# What is role of curriculum in quality education?



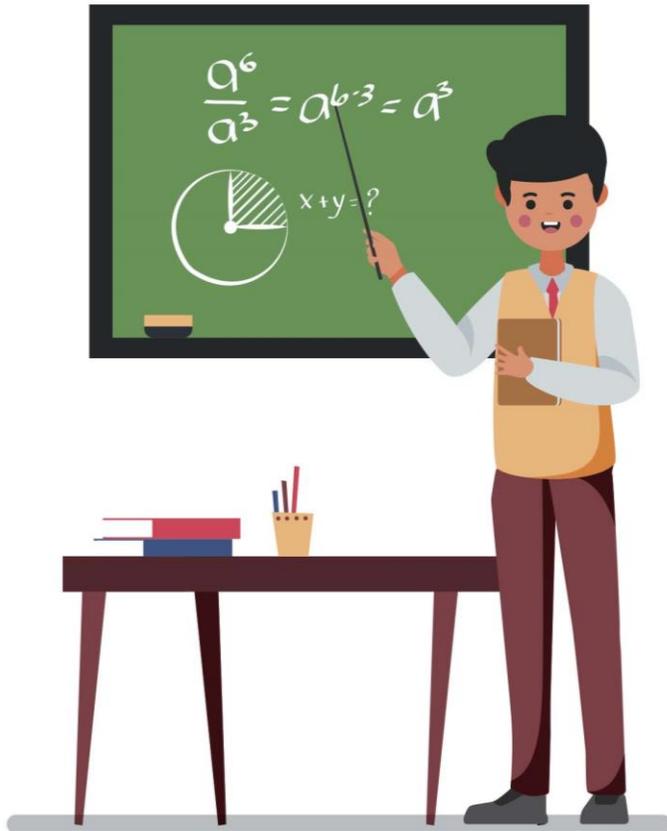
Curriculum provides a framework for the educational institutions determining the subjects, learning objectives, and learning outcomes. The key value of a curriculum is to ensure cohesion and uniformity in the education system of diverse cultures and societies to achieve the cherished goal of national unity.

A quality curriculum maximizes the potential for the effective enhancement of learning. Underlying this paper is the premise that educational quality should be understood primarily in terms of the quality of student learning, which in turn depends to a great extent on the quality of teaching.



What is a quality curriculum  
and why should we use a  
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Being able to assess ourselves helps to  
develop ourselves and develop the  
quality and efficiency of the work we do.

# Presentation 2<sup>st</sup> homework



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Have students write their work at work or in your career over the past year. then assessed on a score scale of 5 4 3 2 1 with the highest score being 5 and the lowest score being 1 and specify the reasons for self-assessment



To assure the quality of education, we look at

- the quality of the learners.
- the quality of management and
- the quality of the teaching and learning process

Our self-assessment allows us to look at the quality assessment of work. In 1 year of work What do we do that is successful? and still have something to improve and there is still something that hasn't been done yet.

