

Idea of Teaching and Learning Environment

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Abstract

This is an article containing a modern topic related importantly education. Teaching and learning are most important part of educational process. In this article, I will try to represent many ideas related the headline topic. The educational purpose is related to many things as like many kinds of skills, child behavior and many other things. This important discussion will make you wise about this course of education.

Keywords: Factors; Skill; Child; Intelligence.

1. Introduction

Teaching and learning that involves exploration of the socio-ecological perspective and involvement in health promotion activities requires a safe, supportive environment. Sensitive and challenging issues may emerge, and students will need to know that they can trust their fellow students and their teachers to support them if they are to engage fully in these learning experiences. Teachers need to be aware of, and to value, the significant role that they can play in their students' learning. The role of teachers as significant people in the lives of children and adolescents has featured in the literature on resilience for some time. Young people consistently affirm the importance of teachers who convey care, understanding, and respect, show an interest in them, and are prepared to listen and establish safe and trusting relationships. These teachers typically have high expectations, give firm guidance, provide structure and challenge, and have a belief that young people are resourceful and valuable members of society. They also look for strengths and assets as opposed to problems and deficits.

2. Learning Environment

I believe the most important aspect in a safe and positive learning environment is the rapport between a teacher and his or her students. When the students understand that their teacher cares about them and wants them to do well, students feel comfortable asking questions, making mistakes and taking risks in order to learn something new. To build these kinds of relationships, the teacher should take interest in each student's strengths and interests, as well as their struggles and frustrations. He or she needs to act as a positive model for learning and celebrating achievements. When the students see that their teacher can learn from his or her mistakes, and laugh even in times when he or she feels frustrated, the students will feel much more comfortable to do the same. 'Learning environment refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example. The term also encompasses the culture of a school or class—its presiding ethos and characteristics, including how individuals interact with and treat one another—as well as the ways in which teachers may organize an educational setting to facilitate learning.' This definition recognises that students learn in many different ways in very different contexts. Since learners must do the learning, the aim is to create a total environment for learning that optimises the ability of students to learn. There is of course no single optimum learning environment. There is an infinite number of possible learning environments, which is what makes teaching so interesting.

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Creating a classroom community and culture remain another necessary aspect when fostering a safe learning environment. Students need to understand what they have in common with their fellow learners in the classroom. It is the teacher's job to create this community so all students will get along and celebrate one another's differences. Strong classroom communities can form in a variety of ways. Throughout daily activities the students should be part of a collaborative learning effort, sharing their strengths and encouraging each other. The teacher also may introduce a number of jobs or responsibilities students need to complete in order to maintain the physical classroom. This shows students that they need to count on one another, and it keeps students accountable for their own learning environment as well. Classroom jokes, traditions and pets are other ways to build a strong community. When students enjoy each other's company, they are more likely to be accepting and feel safe in the environment.

Another important responsibility of the teacher is to develop a learning environment where students feel motivated to learn within the boundaries and expectations of a safe classroom. By modeling and encouraging a safe environment and purposeful rules, students feel motivated to do the right thing and help one another. It is important for teachers to put an emphasis on intrinsic motivation in the classroom to keep students interested and invested in their own learning goals. In addition, extrinsic motivators help students understand the expectations of the classroom and aid in their intrinsic motivation. These kinds of motivators include praise, positive reinforcement and rewards for exceptional behavior.

This being said, the teacher's management plan and expectations play a large role in the classroom community. Students cannot learn effectively in an environment where the facilitator has lost control. The teacher should make his or her expectations and consequences for classroom behavior very clear so students understand rules, boundaries and how to learn in a safe manner. When the teacher's management plan is fair, consistent and organized, the students understand what to expect and can make wise choices and take responsibility for their actions.

Each aspect of community and management play a central role in creating a positive and safe learning space. While it is the teacher's job to facilitate and model proactive and positive expectations, it remains the responsibility of every learner in the classroom to care for and encourage one another. Only with everyone's cooperation and collaboration can the learning environment flourish the way it should.

3. Factors That Make A Positive Learning Environment

Each member of the learning community should have the feeling of connectedness. They must feel that they are contributing to the overall environment while being a bigger and important part of a supportive learning culture. For this, a proper support system or mentorship program should be developed that would provide them

the required assistance whenever needed. The idea can also be supported by creating online discussion forums or online platforms where learners can gather and discuss various topics. Learners can use these platforms to provide support to fellow members, to address concerns, and to express their ideas and opinions about some topic. Nevertheless, the modern learning platforms offer online training and ongoing education through resources that can be accessed and used by the learners on their own time. Just like adults, learners also have some psychological needs for order and security, love and belonging, competence and personal power, novelty and freedom and even fun. It is important to meet these needs at all times and to help learners progress and be taught with a positive attitude. Any learning environment, where instructors accommodate these intrinsic needs, learners tend to be happier and more engaging. There are less behavioral incidences than otherwise and this fulfilling learning atmosphere help learners in developing the right learning attitude while establishing positive relationships with peers. Learners respond far better to praise than punitive measures. Appreciation is the key to motivation, unlike humiliation, that is highly discouraging. Learners appreciate the freedom to express their opinions; similarly, the opinions of their peers also play a crucial role in defining their learning attitude. That is exactly why actions like harassment or teasing are the number one cause for learners to drop out from the course rather than labeled as ‘dull’ or ‘stupid’ in front of others. While it is important to express opinions, it is also vital to remain positive rather than assault. However, the best way to cut down this negative behavior, in a professional learning environment, is to start correcting the behavior without highlighting the names of the ones making mistakes. Feedback is the great way to connect with learners and to set their learning efforts in the right direction. Feedback is vital for learners as it helps them in tracking their progress and in changing their learning strategy accordingly. It helps them recognize their weak areas while improving the developed skills. A feedback informs the learners where they are missing the mark and what is needed to be done. A feedback is not only a key to motivate the learner but this timely and consistent feedback ensures an interactive learning environment. It keeps learners involved and allows them to keep going while mounting a feeling of purpose and belonging. In addition to feedback and appreciation, another way to establish a positive and effective learning environment is to celebrate the learners’ success. This could be anything from a shout out to a big reward. When learners’ achievements are recognized and shared by the instructors with other learners, it creates a sense of achievement and fosters healthy learning behavior. Instructors can easily take out some time on a weekly basis to recognize each student for any of the specific accomplishment. This could also be done in the form of group activities or collective assignments or projects. In addition to the celebration, it is also important to discuss the processes or strategies used by the learner to achieve the objective. This will also act as a guide for others to use the same learning strategy and to improve their performance in the same manner. A good learning environment offers a safe platform for learners. Before you can expect learners to succeed academically, they should also feel safe both mentally and physically. While most of the schools take

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physical safety measures, not many learning platforms consider the mental safety of the learners. Safety in a learning environment goes beyond physical well-being. In order to maintain a safe learning environment, learners must feel supported, welcomed, and respected. But many learning platforms and their codes of conduct don't always consider or support the positive climate. For instance, strict disciplinary practices like suspensions negatively impact the morale of the learners and hamper their performance or likelihood of improvement. Hence, building a positive learning environment is more about maintaining a healthy culture where the expectations are well communicated and learners are fully aware of the code of conduct. An effective learning platform is the one that establishes strong interactions and promotes collaborative learning culture. This means that it is imperative for instructors to maintain positive relationships with the learners while also ensuring healthy association among the learners. This can be done by using the best way of encouraging group activities. Introduction of non-competitive games and activities break down the cliques within a learning environment. This also assists the new and shy students to have a sense of belonging. Such activities promote communication and collaborative working environment and establish cooperative learning structures. There are hundreds of proven group activities and games that can be introduced as classroom activities. These fun activities make learners interested in attending the class and help them learn and progress in a friendlier environment.

4. Components of good communication skills

The majority of jobs require employees to have good communication skills, so that they can express themselves in a positive and clear manner, both when speaking to people and in writing. Communication skills are abilities you use when giving and receiving different kinds of information. Some examples include communicating ideas, feelings or what's happening around you. Communication skills involve listening, speaking, observing and empathizing. It is also helpful to understand the differences in how to communicate through face-to-face interactions, phone conversations and digital communications, like email and social media. Communication is one of the main ingredients for corporate success, but the problem is that the phrase 'good communication skills' is a term so overused that it is difficult to pinpoint what it actually means. Demonstrating strong communication skills is about being able to convey information to others in a simple and unambiguous way. It involves the distribution of messages clearly and concisely, in a way that connects with the audience. Good communication is about understanding instructions, acquiring new skills, making requests, asking questions and relaying information with ease. Good communication skills are perhaps the most basic skills that you can possess as an employee, yet they remain one of the most sought-after by employers. Being able to communicate effectively is perhaps the most important of all life skills. It is what enables us to pass information to other people, and to understand what is said to us. You only have to watch a baby listening intently to its mother and trying to repeat the sounds that she makes to understand how fundamental is the urge to communicate.

Communication, at its simplest, is the act of transferring information from one place to another. It may be vocally (using voice), written (using printed or digital media such as books, magazines, websites or emails), visually (using logos, maps, charts or graphs) or non-verbally (using body language, gestures and the tone and pitch of voice). In practice, it is often a combination of several of these. Communication skills may take a lifetime to master—if indeed anyone can ever claim to have mastered them. There are, however, many things that you can do fairly easily to improve your communication skills and ensure that you are able to transmit and receive information effectively. Being a good listener is one of the best ways to be a good communicator. No one likes communicating with someone who cares only about putting in her two cents and does not take the time to listen to the other person. If you're not a good listener, it's going to be hard to comprehend what you're being asked to do. Take the time to practice active listening. Active listening involves paying close attention to what the other person is saying, asking clarifying questions, and rephrasing what the person says to ensure understanding ("So, what you're saying is..."). Through active listening, you can better understand what the other person is trying to say, and can respond appropriately. Your body language, eye contact, hand gestures, and tone of voice all color the message you are trying to convey. A relaxed, open stance (arms open, legs relaxed), and a friendly tone will make you appear approachable and will encourage others to speak openly with you. Eye contact is also important; you want to look the person in the eye to demonstrate that you are focused on them and the conversation (however, be sure not to stare at the person, which can make him or her uncomfortable). Also, pay attention to other people's nonverbal signals while you are talking. Often, nonverbal signals convey how a person is really feeling. For example, if the person is not looking you in the eye, he or she might be uncomfortable or hiding the truth. Through a friendly tone, a personal question, or simply a smile, you will encourage your coworkers to engage in open and honest communication with you. It's important to be nice and polite in all your workplace communications. This is important in both face-to-face and written communication. When you can, personalize your emails to coworkers and/or employees – a quick "I hope you all had a good weekend" at the start of an email can personalize a message and make the recipient feel more appreciated. It is important to be confident in your interactions with others. Confidence shows your coworkers that you believe in what you're saying and will follow through. Exuding confidence can be as simple as making eye contact or using a firm but friendly tone. Avoid making statements sound like questions. Of course, be careful not to sound arrogant or aggressive. Be sure you are always listening to and empathizing with the other person. People will be more open to communicating with you if you convey respect for them and their ideas. Simple actions like using a person's name, making eye contact, and actively listening when a person speaks will make the person feel appreciated. On the phone, avoid distractions and stay focused on the conversation. Convey respect through email by taking the time to edit your message. If you send a sloppily written, confusing email, the recipient will think that you do not respect her enough to think through your communication with

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her. Developing your communication skills can help all aspects of your life, from your professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It's never too late to work on your communication skills and by doing so, you may well find that you improve your quality of life. Communication skills are needed in almost all aspects of life: Professionally, if you are applying for jobs or looking for a promotion with your current employer, you will almost certainly need to demonstrate good communication skills. Communication skills are needed to speak appropriately with a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor your language to your audience, listen effectively, present your ideas appropriately, write clearly and concisely, and work well in a group. Many of these are essential skills that most employers seek. In your personal life, good communication skills can improve your personal relationships by helping you to understand others, and to be understood. It is almost a cliché that personal relationships need communication. Failure to talk has been blamed for the breakdown of any number of partnerships and relationships—but the ability to listen is also an important element. Communication is also vital in wider family relationships, whether you want to discuss arrangements for holidays, or ensure that your teenage children are well and happy. Communication skills can also ensure that you are able to manage interactions with businesses and organizations Over the course of your lifetime, you are likely to have to interact with a wide range of organizations and institutions, including shops, businesses, government offices, and schools. Good communication skills can ease these interactions, and ensure that you are able to get your point across calmly and clearly, and also take on board the responses. Being able to complain effectively is an important skill, for example, as is handling criticism yourself. Developing Communication Skills Good communication skills can improve the way that you operate through life, smoothing your way in your relationships with others. Poor communication skills, on the other hand, can sour relationships from business to personal, and make your life significantly harder. Some people seem to understand how to communicate without even trying. They are able to tailor their language, tone and message to their audience, and get their point across quickly and succinctly, in a way that is heard. They are also able to pick up the messages sent to them rapidly, understanding both what is said, and what has not been said. This may seem effortless, but the chances are that they have spent plenty of time honing their skills. Along the way, they have probably also developed a good understanding of themselves (called self-awareness) and habits of reflecting on success and failure, and the actions that have led to one or the other. Emotional intelligence is the ability to understand and manage your emotions so as to communicate effectively, avoid stress, overcome challenges and empathize with others. It's a skill which is learned over time rather than obtained. Good communication is much more than saying the right thing; it is about communicating messages clearly and

concisely. Before you start a conversation, type an email or begin a discussion, have in mind what the purpose of the communication is and what information you hope to obtain as a result. Good questions can help conversations flow and improve the outcome. During a conversation, always aim to ask open-ended questions. These are questions with prompts which encourage the recipient to speak about certain points and they require more detailed responses. If you need further information still, you can use probing questions which request even more information from the recipient such as ‘Tell me the process of...’ During the conversation include a mixture of questions including clarification, ‘what if’ scenarios and open-ended questions to make sure that you achieve what you set out to do at the beginning of the call or conversation. There are four main strands to emotional intelligence: self-awareness, self-management, social awareness and relationship management. Each of these strands is important in its own way and allows you to communicate confidently with a variety of people.

5. Clear Understanding of Each Child

Children differ from adult learners in many ways, but there are also surprising commonalities across learners of all ages. In this chapter we provide some insights into children as learners. A study of young children fulfills two purposes: it illustrates the strengths and weaknesses of the learners who populate the nation’s schools, and it offers a window into the development of learning that cannot be seen if one considers only well-established learning patterns and expertise. In studying the development of children, an observer gets a dynamic picture of learning unfolding over time. A fresh understanding of infant cognition and of how young children from 2 to 5 years old build on that early start also sheds new light on how to ease their transition into formal school settings. Guiding children’s behaviour is an important aspect of educating and caring for children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. The term ‘behaviour guidance’ is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Corporal punishment and unreasonable discipline are not permitted in education and care services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child’s self-esteem and feelings of security and belonging. In Quality Area 5 of the National Quality Standard, Relationships with Children, Standard 5.2 explores how each child is supported to build and maintain sensitive and responsive relationships with other children and adults. Educators guide children’s behavior through their interactions and communication at all times. The service’s approach to behavior guidance in daily practice impacts on learning outcomes for children. Research indicates that quality learning environments and sensitive, nurturing adults are essential for achieving positive learning outcomes for children. When educators adopt a positive and active approach to behavior guidance, they reduce challenging behaviors and encourage children to achieve success,

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develop positive self-esteem and increase competence. A positive, inclusive and active approach includes considering the reasons for children's challenging behavior, not just dealing with the behavior itself. The Early Years Learning Framework (EYLF) describes inclusive practice in the description of supportive learning environments as '... vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions'. Behavior guidance consists of a variety of ways that adults help children learn to guide or 'self-manage' their behavior to learn acceptable behavior. It encourages children to reflect on their actions and the impact those actions have on themselves, others and the environment around them. This contrasts with the more traditional 'behavior management' or 'discipline' approaches that generally imply an adult 'managing' children's behavior or using punishment, or inappropriate discipline to control them. Behavior guidance based on positive mutually respectful relationships between adults and children is most likely to influence behavior in constructive ways. The absence of a warm and trusting relationship with an adult will often result in the child resisting direction from that adult. Both the behavior guidance practices and the educational program need to meet the developmental and individual needs of each child. Children's behavior, including challenging behavior, may be an attempt to satisfy a valid need or express a want, or be an indication of their needs or interests not being met. Environmental conditions may also influence children's behavior and generally with good environmental support, children thrive. Children who feel valued and who observe and experience respectful and caring relationships between children and adults will generally learn to behave in respectful and caring ways with other children and adults. Adults who model positive attitudes, behavior and appropriate use of language help children to learn socially acceptable ways of behaving and interacting with others. Children need support from the adults in their lives to interpret and express their needs in ways that are appropriate to the situation and environment. When practices are based on respect, knowledge of children's backgrounds and communities, their self-esteem and confidence will improve and they become more skilled at managing their own behavior. Some behaviors regarded as challenging are simply age appropriate behavior. For instance; a two year old not being able to sit still, or an eight year old unable to contain their excitement and wait for their turn. Learning to communicate needs and wants in appropriate ways is one of the many challenges young children face. It may be appropriate, at times, to involve children in decision making and discussions about their behavior. However, this must be done sensitively with careful forethought. Some examples of inappropriate conversations with young children regarding their behavior include demanding answers to questions such as 'Why did you do that?' or insisting that children apologize for their behavior. A positive environment for learning and development will help reduce challenging behaviors. When a child displays challenging behavior, it is important to consider how frequently the behavior

occurs, and what it may be in response to, in which settings it occurs and how extreme it is. There may be times when a child displays challenging behaviour that is isolated or infrequent. In some situations the service may need to increase the educator to child ratios to meet the needs of children with challenging behaviour. The key to understanding children's behaviour is to aim to identify the reasons for the behaviour. For a child under preschool age, assessments of their developmental needs, interests, experiences, progress against the learning outcomes and participation in the educational program; and for a child over preschool age, evaluations of the child's wellbeing, development and learning can be used to inform behaviour management strategies that may assist to minimise challenging behaviours at the education and care service. For children over preschool age the aim is to empower them to make favourable choices, develop positive and respectful relationships and to reflect and act upon what is fair and equitable. Educators can assist and guide older children's capacity to interact with others in respectful and cooperative ways and to develop their independence and ability at self-regulation. It is important to ensure that children's behaviour is observed and documented carefully and sensitively by educators and a holistic view of the child developed in the context of an understanding of the purpose of the behaviour. Observations need to be recorded and information collated so that an informed decision can be made about whether individual behaviour guidance strategies are required or whether the behaviour can be addressed through the daily behaviour guidance practices of the service. It's fun to watch your preschooler's growth and measure his height with a yardstick. But how can you measure your child's development in other areas? For example, how can you be sure he is learning and mastering age-appropriate language skills? It's pretty safe to say that parents start talking to, and with, their children from the day they are born (and sometimes earlier!). As a parent and your child's first teacher, you have spent thousands of hours in conversation with your child. This means that you are in a wonderful position to observe, reflect upon and gather information about whether he is developing language skills appropriate for a 3- to 4-year-old child. The questions and tips that follow will help you understand what your child should be doing and learning —and how you can support his development. Child development experts have carried out a lot of research on young children to work out what most children can do at different ages and the rate at which they grow. From this research, milestones of development have been identified. A 'milestone of development' refers to the age at which most children should have reached a certain stage of development, for example, walking alone by 18 months, or smiling at six weeks. Many children will have reached that stage of development much earlier, but what matters is whether a child has reached it by the milestone age. You will also read about average ages for developmental stages, and these will be different. An average age is in the middle of the range of ages when all children reach a certain stage, for example, for walking the range can be from 10 months to 18 months which makes the 'average' age for walking 14 months. The important thing to remember is that all children develop at different rates and may be earlier in achieving some aspects of development and later in others.

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Percentile charts are used to compare a child's growth and weight measurements with those of other children in the same age group. This makes it possible to track a child's growth over time and monitor how a child is growing in relation to other children. The charts can be used to recognise if there are problems with a child's height or weight, especially if the expected rate of growth is not happening. Plotting a child's growth in this way is a standard part of any visit to a clinic or developmental check-up where a baby or child is weighed and measured. There are different charts for boys and girls because their growth rates and patterns differ and different ones again for babies who are born prematurely. The charts show the normal range of heights and weights at a certain age of thousands of children from across the country.

6. General analytical skills

Analytical skills are in demand in many industries and are commonly listed requirements in job descriptions. Analytical thinking can help you investigate complex issues, make decisions and develop solutions—and you likely already possess many analytical skills that employers value. Analytical thinking is observing and researching a problem or topic to develop more complex ideas about it. Analytical skills are important because it allows you to find solutions to common problems and make decisions about what actions to take next. Understanding problems and analyzing the situation for viable solutions is a key skill in every position at every level. Developing this ability can improve your work, help you achieve company goals and eventually support your personal career goals. If you are seeking a role specific to analytics such as a data analyst or lab analyst, you should build analytical thinking skills specific to your industry. While analytical thinking is a soft skill, analyst jobs will also require you to have specific hard skills that relate to the position. This also applies to roles with required technical knowledge like nursing, engineering or scientific research. Many other jobs including computer programming, architecture, teaching and customer service, regularly require the use of analytical skills. Having good attention to detail means that you are able to notice, retain, and keep track of details. This means that you can follow instructions correctly, avoid mistakes in your written work, and carefully evaluate complex problems. Your work will be done with accuracy and precision. Improve your attention to detail skill by tuning into your environment and taking your time. Ask questions and remain curious about your work. Make sure you review your work before submitting it. The more time you give yourself to produce quality work, the more you demonstrate how aptly you attend to details. Analytical skill is the skill of performing an analysis. Such skills include the ability to apply logical thinking in order to break complex problems into their component parts. This can be contrasted against non-cognitive skills, such as balancing while walking, riding a bike, carpentry, or playing a musical instrument. In the article by Freed, the need for programs within the educational system to help students develop these skills is demonstrated. "According to scholars, workers 'will need more than elementary basic skills to maintain the standard of living of their parents.

They will have to think for a living, analyze problems and solutions, and work cooperatively in teams' (Thoughtful Teachers, Thoughtful Schools 1998, xi)." What are analytical skills and why are they so important? Analytical skills are the ability to visualize, gather information, articulate, analyze, solve complex problems, and make decisions. Analytical skills are essential in the workplace to ensure necessary problem solving occurs to keep productivity and other areas of the workforce functioning smoothly. If you were to test for analytical skills you might be asked to take a series of events and put them in proper sequence, look for advertisement inconsistencies, or read an essay with a critical eye. There are generally standardized tests used as a guideline. In all instances analytical skills require you to dissect a problem and then find a solution for that problem. There are many skills required within a company and its workforce, but analytical skills are essential in every organization.

7. Intelligence and Environment

Intelligence is the capacity to acquire and apply knowledge; thinking and reasoning; ability to understand and use language. Psychometricians specialize in measuring psychological characteristics for intelligence and personality. By using patterns of test scores, they have found evidence for general intelligence as well as for specific abilities. Intelligence is an inferred process that humans use to explain the different degrees of adaptive success in people's behavior

- a) The mental abilities that enable one to adapt to, shape, or select one's environment
- b) The ability to judge, comprehend, and reason
- c) The ability to understand and deal with people, objects, and symbols
- d) The ability to act purposefully, think rationally, and deal effectively with the environment

Intelligence and Knowledge are often confused. Intelligence is gaining knowledge in my view. Knowledge is what we show in examinations when we just recall all the information learned. Intelligence is shown when we are in a situation, never before experienced, and we get a solution that is most of the time a result of deep thinking and quick decision. Intelligence is interpreted different also but it depends on the specific situation you are put in. Often you'll find people state that "Knowledge is acquired and intelligence is inborn (gifted)". However I disagree with this as both are reliant on varying situational variables. Still it can't be ignored that knowledge can be acquired however intelligence cannot. Intelligence is not only how you use the obtained knowledge but I think is something more. It's the ability that all people have that has brought us from the caves to civilization. Even if you don't know something, the observation of the situation or the phenomenon with the support of creativity and curiosity, can lead you to conclusions or decisions. So, you can learn something from this procedure and this is knowledge. Of course knowledge can be obtained from a million places, like

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other people, books, music, cinema etc. and every day is ,more or less, contributing to that. Intelligence has been defined in many ways, including: the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking, and problem solving. More generally, it can be described as the ability to perceive or infer information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. Intelligence is most often studied in humans but has also been observed in both non-human animals and in plants. Intelligence in machines is called artificial intelligence, which is commonly implemented in computer systems using programs and, sometimes, appropriate hardware.

8. Conclusion

When you establish a learning environment, keeping these important factors in mind, it helps in developing a thriving learning culture. A positive learning environment is the one where learners feel involved and responsible for their learning while being comfortable enough to fully participate in group and individual activities. Needless to say, when educators foster positive learning culture, learners are more likely to have the higher motivation that leads to better and more promising learning outcomes. To look after and work with children it is important that you understand their development. It is impossible to think about how you can meet a child's needs unless you know what to expect from him or her in terms of thinking, communication, and physical abilities for example. You will explore the principles of development and the five key stages from birth to age 16 years before looking at how physical, social and emotional, communication and intellectual skills are developed.

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