



Discussing Educational Traditions

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Abstract— This paper discusses that how far English language process should be effective and how it has to be gone in the right path. It is the duty of the teachers and the students to include the skills in their learning development method. The teachers and students are the two important parameters of a learning process and the other elements supporting the learning process include the skills and traits of a teacher, the student development and behavior patterns etc. The traditions of learning are based on the four skills of learning. The traditions of education theory like social efficiency and critical tradition include teachers as the learners or the learning initiators but the progressive tradition includes both teachers and students as the learners. According to these traditions the teacher should be well skilled, experimental, leading and must teach the students the way to fight for injustice and to change the wrong norms of society.



Keywords— Teachers, Well skilled, Experimental, Students.

Discussing Educational Traditions

Effective Education includes participation from both teachers and students. The teachers are also learners in the process of teaching and they learn several things like new methodologies in teaching, new ways of curriculum designing and new concepts and theories in student psychology. And the students too become learners in this process and they learn and implement whatever is taught to them by their teachers. This paper takes into view various traditions associated with the education, which are a part of US and many other countries. According to these traditions the teacher should be well skilled, experimental, leading and must teach the students the way to fight for injustice and to change the wrong norms of society.

Various forms of educational traditions can be discussed as follows:

1. Social Efficiency Tradition:

This tradition emerged as a reform in the US education system in the 20th century. It is the tradition based on innovation through which the teachers can be educated to further educate their students. The various institutions, schools and universities followed this pattern and used science as a tool for empowering the teachers.

Many theorists like Cremin(1953), said that during the 20th century the science of education changed the way the educationists received training. The teachers work was fragmented and analyzed separately hence the technical analysis was done. This method clarified the logics of teaching and the objectives, too. Many experts like Charters and Waples(1929), defined the traits and duties of a teacher so as to make it clear that what is needed by a teacher for teaching.

The first step in this new methodology was the categorization of teachers on basis of the traits. The methods used were:

1. Analyzing the Professional Literature: The past researches in the field of education were revisited and the appealing methods were chosen. Traits like Accuracy and Magnetism were alphabetically written.
2. Interviewing by Expert Judges: After the literature studied and trait organization the interviews were conducted.

The conclusion reached after all this was that the secondary school teachers were assigned twenty-six traits like Good Taste of books and Propriety etc. The high school teachers were chosen on basis of traits like morality

and broadmindedness. (Kliebard,1986)

2. Developmental Tradition: During the end of the 20th century another reform came in the education system and it was based on the student study movements initiated by G. Stanley Hall et al. It was an altogether different pattern of educational tradition and it considered the student side of the learning and not the teacher side of learning of teaching.

The natural learning patterns of the students were taken as an input for inducing the teaching. So it was believed that the learning of students was the guiding medium for the teachers that determine what should be taught to the students.

The tradition was student oriented and it studied the student's behavior at various stages of learning. Experts like Lucy Spargue Mitchell(1931), proposed the need for a research on the behavior of a student taking into account the factors like "development stages of a student and the a better planning of the learning environment." This was the beginning of the progressive tradition in the learning era.

The new schools in the US were based on this tradition at that time and the teacher's education was also modified, by inducing the student development and learning behavior theories.

Moreover this new method was based on the fact that the progressive schools educated their teachers with the same method as they used for teaching their students. The teachers were given a feel of the student's views and they were given the feel of the same environment.

The Progressive and the Developmental traditions as said by Perrone were based on the three metaphors, which assigned the teachers three varying roles, which are as follows:

- Teacher as naturalist: This role was based on the study skills of teacher, which included the observation of the natural behavior of the students. The part teachers played, as a naturalist was to design the classroom and the study curriculum, which was consistent with the student's growth and behavior. The teacher learning in this role was either the observation skills or the study of the research done by past researchers.
- Teacher as an Artist: This role was two dimensional and it includes the art to pursue the student for learning on one side and on other side it includes the art of self learning. The teacher was supposed to be skillful in providing the rich and impulsive learning environment by a through knowledge of the student's psychology. Side by side the internal learning of the teacher should be stimulating and the

teacher must be aware of his/her capabilities. The areas in this tradition included the various art forms like dance, drama, writing, painting etc. This tradition was influenced by the Freud's theories of psychology of development and learning.

c. Teacher as a Researcher: This tradition was based on innovation as the key element in the learning process and teaching process. The student study was proposed as an experimental study and it taught the ways to address the student inquiries. Lucy Spargue Mitchell(1931), the founder of the Bank Street College, also provided the summary of aims in teaching and she focused on "teacher attitude towards work and life which included factors like eagerness, alertness, modification of the traditions, use of sources like books, open mindedness, innovation etc."

3. Social Reconstructionist Tradition/Critical Tradition: This tradition includes both teachers and students. This tradition defines learning environment and teacher education as the pillars to a just and fair society. According to Kliebard(9186) this theory has its roots in the American social and economic system and it viewed the teaching curriculum as a means to fight the economic injustice.

In 1930s teachers emerged as reformists. They were challenged, for taking the nation to socialism with the political power. The teachers from Teachers College of Columbia stood against the economic and social injustice and they raised their voices for the reform in the society. This tradition was used for the uplifting of the society, which was facing economic depression, and the teachers were used as a force for bringing out a change in the US society.

The teachers were made to accept the views of the people who said that it is a teacher's duty to educate the students in terms of the social management and to make them aware about the power sources and the ways to equip them to fight for injustice and to enter the power sources for changing the unjust society. (Kilpatrick,1933)

The teachers were given the responsibility for educating the students in matters of socialist and collectivist values. Experts like Counts(1932), argued that if given the liberty to modify the capitalism and changing the economic policies the teachers should give new methods and values for supporting the new economic order which would be just and fair.

The "frontier educators" asked the teachers to come ahead and lead the society, the teacher education was considered as a very vital component in the society from that time onwards. This was the most new type of reform and it also

included the concept of a modern teacher who has the power to change the society and to lead a nation.

Case Study

The above traditions like social efficiency, progressive/developmental, critical etc. can be described on basis of a case study. In this study we will define the various traditions as perceived by the Australian education system. Teaching philosophies have a vital impact on the student teacher relations and the education theory itself. Various theories can be described as follows:

1. Academic Tradition: This is the education given to the teachers at a preservice level. The education consists of the liberal arts education and along with it training is given in schools. This traditional theory aims at providing the complete knowledge on the subject, which the teacher has opted for the teaching. The model is a disciplinary model in which a live training is given to the teachers and the senior teachers provide the guidance.

2. Social efficiency tradition is helpful in providing the innovative teaching education to the teachers. This system came into power in the years 1960 and 1970 in US and it provided new models like Competency and Performance Based Teacher Education. This theory is used for accessing the teachers on basis of the skill set and the subject knowledge.

The mastery of the teachers in their respective subjects is measured and then the teacher is marked as competitive or non-competitive. This theory proved successful in relating the behavioral factors of education with the intellectual ones.

3. The developmentalist tradition is based on the study of the learner behavior and it includes the basic learning development in the teachers and the students. It includes three forms of learning:

- Teacher as naturalist: It includes the natural learning skills of a teacher which can be used for inducing learning in the students.
- Teacher as artist: It includes the role of a teacher as an artist who has mastery in the art of teaching the students.
- Teacher as a researcher: It includes the teacher role as a researcher who gives teaching based on through research. (Zeichner & Liston,1990)

4. The social meliorist/critical theory is based on the reform tradition, which believes that institution and teacher both guide the students in a new way to from a new and fair society. The students are allowed to look critically on the various political and social factors which impact the education system. Even this tradition makes the teachers

work in a low salary for eradicating the illiteracy and poverty.

According to the theorists like Jasman, Sachs and Groundwater the education system in Australia has all the four traditions . In Queensland the academic tradition can be seen in the education of the secondary teachers and the students who have opted for secondary teachers study the academic subjects.

Further they study the educational units, which include all type of subjects and not particularly the subjects taken by the student for becoming a teacher. Then comes the social efficiency tradition, which is also part of the Queensland and it is based on the outcome based learning.

All the state learning institutions are based on this tradition of education. The developmentalist tradition is also reflected in Queensland's education system, as the trainees are provided with the placements at the end of year. This also consists of the development stages from simpler to more complicated curriculum. Many universities in Queensland also show critical education tradition in which the political and social factors are considered with a societal framework.

CONCLUSION

The teachers and students are the two important parts of a learning process and the other elements supporting the learning process include the skills and traits of a teacher, the student development and behavior patterns etc. The teacher can be a naturalist when he/she addresses the student's natural needs in process of learning, the teacher can be a researcher when he/she is experimental and makes learning innovative and finally a teacher can be an artist who knows how to initiate or excite the learning process among the individuals.

The traditions of learning are based on all the above factors. The traditions of education theory like social efficiency and critical tradition include teachers as the learners or the learning initiators but the progressive tradition includes both teachers and students as the learners.

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