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**THE IMPACT OF HOLISTIC EDUCATIONAL PROGRAMS ON QUALITY AND LEARNING
OUTCOMES (CAMBODIA)**

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In spite of recent successes in its educational development mainly as regards access, Cambodia's education system still ranks among the worst in Southeast Asia, particularly when it comes to educational quality. Since 2013, Save the Children International, funded by the Norwegian government (NORAD), has been implementing a four years' educational pilot program called "I'm Learning!" in 15 rural primary schools in Cambodia. This holistic program is based on four main Quality Learning Environment (QLE) principles: emotional and psychosocial protection; physical protection; teaching learning environment; collaboration between schools and parents/community. Within the framework of community-based development and capacity-building provided to local public human resources, this quality education development program is supposed to be adopted and implemented by local government officials after the pilot period has finished in September 2017.

The purpose of this presentation is to share the provisional results from research that has examined whether the implementation of the quality-related principles have made a difference to learning outcomes and child development in selected primary schools. The research was based on qualitative and quantitative data collected over three years, 2014-2017.

The presentation will show to what extent this holistic educational program can be relevant to improve the quality of education and student learning outcomes, especially regarding the community-based involvement promoted successfully by "I'm Learning!" (QLE principle 4). It will also question the possible sustainability of the program after the pilot period because of two grounded local realities: the traditional educational values that have been resisting 'student-centered' pedagogies (QLE principle 3) for ten years; and the commitment and accountability of the Cambodian State at the local level (provincial, district, school) that still maintains a strong patronage system preventing international promotion of values related to democracy and children's empowerment in Cambodian primary schools.

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EMPOWERING TEACHERS THROUGH SELF-INITIATED CPD: A NEW VISION FOR TEACHER PROFESSIONAL DEVELOPMENT IN MALAYSIA

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Malaysia embarked on the present education reform in 2013 with an aspiration to build a strong and efficient education system by 2025 that would enable students to compete with future global challenges. Highly influenced by the results of large-scale assessments, strategic initiatives leading to improvement of educational quality especially quality teaching are already in place. Policy documents and financial incentives are used as instruments to develop teachers in the direction the Education Ministry (MOE) thinks is most needed. Educational professionals however, must relate to the choices made by the MOE to make and accept, adapt or ignore the possibilities they create for teacher professional development. This ongoing research investigates how teachers perceive the new Continuing Professional Development (CPD) policy and Malaysia's effort in moving away from centralization and leaning towards empowering teachers and giving them the autonomy in CPD to strengthen and sustain their personal and professional sense in their work.

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COMPARATIVE POLICIES ON EDUCATING TEACHERS AS RESEARCHERS: CASES OF JAPAN, THAILAND AND MALAWI

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Helping teacher candidates to frame themselves as researchers is crucial to the development of their professional knowledge of teaching and learning. Scholars argue that 'teacher as researcher' movement emerged to suffocate the long standing tradition of 'technical rationalist' thinking in the field of teacher education. This thinking posits teacher candidates as mere recipients of knowledge from teacher educators and associate teachers. Meanwhile, research on educating teachers as researchers has addressed such important questions as why, what and how we should cultivate and support educating teachers as researchers. Effective policy framework and structure of teacher education programmes have been reported as important factors for enhancing teachers' research capacity. Proceeding from this existing research, in this paper we clarify what aspects of policies for educating teachers as researchers have been found to be effective. We draw such lessons from comparison of country cases of Japan, Thailand and Malawi. Following Cochran-Smith and Lytle (1993) definition, teacher research is understood as the "systematic and intentional inquiry carried out by teachers" (Cochran-Smith and Lytle, 1993 in Santa 1996). The paper responds to the following questions: Why do the countries in this study launch 'teachers as researchers' policy? What are differences and similarities in policy and implementation among the countries? What outcomes have been achieved from the policy implementation? In answering these questions, we use Randolph (2009) methodological framework for a (qualitative) literature review to analyse existing literature, policy documents and education reports.

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TOOLKIT TO PROMOTE PROFESSIONAL LEARNING COMMUNITIES IN CHINESE SCHOOLS

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This paper presents findings and impact evidence from a UK DfID/ESRC funded project “Improving Teacher Development and Educational Quality in China” which links to the UKFIET conference sub-themes of Enabling Teachers (factors that facilitate sustainable teacher learning and development after initial training) and Assessing Teaching and Learning for Sustainable Development (how can teachers be supported to use evidence to improve their practice). The research investigates the existence and relevance of professional learning communities (PLCs) to promote student outcomes and teacher development in Chinese senior secondary schools and these findings have been used to create a toolkit for Chinese teachers to enhance PLCs in their own school. Both quantitative and qualitative data has been analysed including interviews and focus groups with 90+ stakeholders and a survey of 17,000+ teachers in three regions. The PLC toolkit was created after consultation with Chinese teachers (November 2016), summarising key evidence from four detailed case study schools, selected on the basis of “value added effectiveness” and rural/urban location and identifying best practice in how PLCs are evaluated and supported in Chinese schools. This approach responds to stakeholder views indicating that the “western” PLC concept is seen as highly relevant by stakeholders but needs to be adapted and sustainable for the Chinese and local contexts. Overall, the project seeks to provide quality data to enhance understanding of teacher development and learning, how these aspects relate to school effectiveness and improvement in China and how sustainable teacher development can be promoted. The findings are discussed in terms of educational policy and practice in mainland China and internationally, focusing on the processes of enabling teachers and promoting student outcomes in different aspects and contexts, and implications for the post 2015 education agenda.

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CREATING THE RWANDAN NATIONAL TEACHER DEVELOPMENT FRAMEWORK

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This quick fire talk presents the Rwandan National Teacher Development Framework, a process led by the Rwandan Education Board with technical assistance from UNESCO from early 2016 until late 2017.

The Framework works to define the aims, actors, mechanisms and contexts of teacher development in Rwanda with people from across elements and at different levels of the teacher development system. It is informed by a view of teacher development as socially situated and contextually mediated; ultimately ‘done’ by teachers, shaped by the contexts they operate in.

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The process draws on theory and research related to teacher development, local policy and experience, systems thinking and participatory research tools to:

- Define teacher development purposes, processes and principles;
- Investigate the current situation of teacher development;
- Map an ideal teacher development system;
- Create a typology of change for different elements of the system; and
- Capture and share examples of practice.

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SCALABLE & SUSTAINABLE PRE-SERVICE KINDERGARTEN TEACHER TRAINING IN GHANA

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This paper will discuss the development and evaluation of a government-owned scalable pre-service training programme - the *Fast-Track Transformational Teacher Training Programme (FTTT)*. The programme transforms existing KG classrooms through teacher training and learning resources, into model practice classrooms for KG1 and KG2 at low cost. The model classrooms are used by public Colleges of Education to host high quality practical placements for student teachers.

Drawn from the government's own KG strategy, the FTTT is fully integrated with, and implemented through, Ghana Education Service (GES) systems. GES officers and College tutors lead the delivery of training, and are responsible for much of the school-based coaching and mentoring which is designed for sustainability. The goal of the programme is to equip student teachers with the knowledge and confidence to apply a pedagogy that replaces rote learning with teaching at the right level, using a child-centred activity-based approach which includes pupil assessments, for them to implement as newly qualified teachers (NQTs).

An external impact evaluation of the FTTT is currently being conducted using a randomized control trial, implemented by IPA, to compare outcomes for 69 student teachers who received the training with 68 who did not. During the 2015-16 school year, the FTTT programme was implemented in 23 schools hosting model practice classrooms.

We will present impacts of the FTTT programme (1) during the student-teaching year, (2) term 1 of the following year when student-teachers are posted as NQTs, and (3) term 3 of the NQT year. A further sub-group received the additional benefit of their head teacher attending a 4-day training and sensitization workshop. The impacts we present cover observed teaching practices, teacher professional well-being, and KG children's developmental outcomes. The promising results will be discussed in light of scalability and sustainability of the programme in Ghana's KG teacher training sector.

SCHOOL-BASED TEACHER COLLABORATION: BELIEFS AND EXPERIENCES IN CHILE AND PORTUGAL

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Both Chilean and Portuguese teachers participated in the TALIS 2013 international survey on teaching and teaching practices. A high proportion of Chilean teachers (58.8%) and of Portuguese teachers (71%) reported “never” observing each other’s lessons, a form of teacher collaboration considered to be both a productive as well as demanding professional learning activity. This presentation is based on a study that explores the conditions and experiences of Portuguese and Chilean teachers in school-based collaboration. The research includes a set of completed case studies (8 in Chile and 8 in Portugal) carried out in 2016 and 2017. The studies used a common framework and instruments examining the beliefs and opportunities that teachers declared regarding school-based teacher collaboration as well as their experiences. Additionally, reference is made to a large survey of teachers, which is part of the Chilean and the Portuguese studies.

The presentation focuses on similarities and differences in teacher beliefs about professional development, teaching and learning and the collective efficacy of their colleagues, perceptions of their school cultures and the efficacy of formal and less formal collaborative activities, linking these to their actual opportunities to take part in them. It considers comparatively the facilitating and non-facilitating school conditions present in both countries, including working conditions of teachers (student/teacher ratio, class size and the teaching/non-teaching hours ratio). More closely the presentation refers to conditions in the schools studied that differ more from school to school than from country to country, including school size, rural/urban situation, greater or lesser socio-economic segregation, public/private and school level (primary/secondary). Issues such as school culture and leadership will be also explored.

TEACHERS’ SUPPORT IN CHALLENGING SITUATIONS: REFLECTIONS FROM A TEACHER PROFESSIONAL DEVELOPMENT PROGRAMME SUSTAINABILITY IN GUINEA-BISSAU

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This paper focuses on the experience of a bilateral educational aid teachers’ continuing professional development programme, with specific reference to Guinea-Bissau - a West African small state. We were keen to understand how the implementation/ application of the teachers’ professional development programme were sustainable. The teachers’ continuing professional development under scrutiny is a long term school based program (2002-20012) developed in a context of fragility and political uncertainty. In the light of this, the data collection involved semi-structured interviews with schools principals, focus-groups with teachers, document analysis and field notes taken during meetings, informal conversations and observations. The paper argues that the programme improved the teachers' language skills and impact positively on the scientific, pedagogical and didactic

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contents. Nevertheless, some of the innovation introduced hardly can continue without some kind of external support taking in consideration the country and the education system fragility.

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CAPACITATING PRESCHOOL TEACHERS IN VIETNAM THROUGH PROCESS-ORIENTED CHILD MONITORING AND NEEDS-BASED, SCHOOL-BASED PROFESSIONAL DEVELOPMENT.

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Vietnam has almost reached universal preschool education for 5-year old children. Increased enrollment rates, however, do not automatically lead to better learning outcomes for children. While national policies promote child-oriented and play-based learning, actual practices in schools largely remain teacher-centered. Teachers struggle to adopt new pedagogies espoused in the policies. The existing teacher professional development (TPD) system is not able to facilitate teachers' sustained application of new practices due to its central focus on top-down cascade training and limited attention to coaching during implementation. Although the system allows for school-based, needs-based TPD, this modality is underused and not well-developed. Between December 2015 and June 2016, VVOB Vietnam set-up a pilot action research in three disadvantaged and ethnically diverse districts in Vietnam that targeted 32 preschool teachers, their school leaders and education officers at district and provincial level. It focused on two main elements: 1/ process-oriented child monitoring, and 2/ needs-based, school-based teacher professional development.

Through their engagement in the action research on process-oriented child monitoring, teachers could identify children at risk of not learning, understand existing barriers to learning and participation, and develop actions that cater all children's learning outcomes. The process-oriented child monitoring system was subsequently used as the backbone for more effective and efficient needs-based, school-based TPD. This allowed teachers to increase their practical knowledge and skills and to engage in reflective practice through collaborative school- and cluster-based networks. The fact that the approach used in the action research demonstrably resulted in a fundamental increase of preschool children's levels of wellbeing and involvement motivated the teachers to continue application, as wellbeing and involvement are central process indicators of children's deep level learning. Lastly, the coaching role of school leaders, district and provincial education officers allowed for institutional capacity development based on grassroots challenges and needs of teachers.

UNDERSTANDING TEACHERS' WORKING EXPERIENCES: CAPTURING DATA ON TEACHERS AS PROFESSIONALS, LEARNERS AND CHANGE-MAKERS IN LOW RESOURCE CONTEXTS (A JOINT YOUNG LIVES AND RITES (OU) SYMPOSIUM)

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Teachers are central to creating a society in which lifelong learning is encouraged and a community of learners created and sustained. In seeking to deliver both education for sustainable development and the sustainability of education systems, it is vital that we expand our understanding of the working experiences of teachers and headteachers as professionals, learners and agents of change.

This symposium brings together two research groups - the Young Lives study based at the University of Oxford, and the RITES (Research into International Teachers, Education and Sustainable Development) group at the Open University, UK - in the form of an interactive, facilitated discussion. The presenters will speak across different studies which have collected a range of data on teachers' and head teachers' professional experiences, allowing these to be explored without reducing the narrative to one of deprivation or deficiency.

The contributions for the symposium are as follows:

1. Visual and participatory methodologies for capturing teacher agency in rural Malawi

Alison Buckler and Chris High (The Open University)

2. 'Positive deviants' in the classroom: developing measures of teacher attitudes, instructional environments and professional knowledge for use in Ethiopia, India and Vietnam

Rhiannon Moore and Jack Rossiter (University of Oxford)

3. Do we count and plan for teachers in secondary schools?

Renu Singh (Young Lives, India)

4. Using network ethnography (NetE) to examine peer learning in a head teacher network in Ghana

Eric Addae-Kyeremeh (The Open University)

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Through an interactive facilitated discussion between the contributors, the symposium first explores data collection methodologies for understanding, measuring and assessing teachers' work. The contributors will discuss the data capture methodologies used, including a mixed methods study of teacher supply and demand; a networked ethnography of learning and experience within a head teacher network; participatory and visual approaches; and the development and validation of cross-country measures of teacher attitude, practice and professional knowledge.

The researchers will then critically consider how such data can be used to reflect on and shape the role of teachers as professionals, learners and agents of change. This is explored through a conversation on some of the findings from the five contributions. These include the way in which monitoring of teacher supply and demand in India can inform current and future projections of teacher shortages; the means by which data generated through supported peer networks can enhance head teachers' capabilities to enact school-level change; and the possibilities of using large-scale teacher data from cross-country surveys to explore the implications of measuring teacher experiences across diverse schooling contexts.

The discussion then concludes with a consideration of how these different types of data relating to teachers can be used to shape policy which supports sustainability within education and more broadly. The critically collaborative format of this symposium will enable rich cross-institutional, cross-project, cross-paradigm insights into how findings relating to teacher 'positive deviance', adaptive strategies, and shared experiences from a range of countries can be used by policy makers – and teachers - to effectively challenge and shape the existing structures they work within for the better.

**WIDENING CAREER OPPORTUNITIES AVAILABLE TO TEACHERS: A ROAD TO ENHANCED
MOTIVATION?**

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Chair: Dr Naureen Durrani, University of Sussex

Teacher career reforms: learning from country experiences, Barbara Tournier

Teacher career pathways in the Western Cape (South Africa), Yusuf Sayed & Hugues Moussy
(presenter)

Teacher career pathways in New York City, Lucy Crehan

This symposium will present research conducted in countries that have introduced policies to widen advancement opportunities available to teachers throughout their careers in an effort to make the profession more attractive and to support the ongoing professional growth and development of teachers. It is linked to this conference's sub-theme on enabling teachers and more particularly to the question of how teachers can be sustainably motivated to improve student learning outcomes and their own professional development. In so doing it highlights specific policies and their effects on teacher professional well-being and motivation.

The previous EFA and MDG agendas as well as the current SDG 2030 agenda calls for an increase in the supply of suitably qualified and motivated teachers. Yet the challenge is how to make teaching an attractive and rewarding profession, especially in developing countries, where the workforce considerably expanded over recent decades, often at the expense of lower entry qualifications and the recruitment of non-professional teachers. This has contributed to a certain 'de-professionalization' of the profession and lessened the appeal of teaching as a valued occupation.

In this context, we report on on-going research about the 'professionalization of teaching' and argue that teacher career structures may represent a powerful leverage to improve teacher attraction, retention and motivation, and ultimately student learning. In fact, many governments are looking for ways to diversify teacher career structures and to widen career advancement opportunities. However, it is difficult to find detailed documentation about the organization of teacher careers, how they are managed, and their effects at the country-level.

Building on research about teacher motivation this project sought to distinguish between different teacher career models and to focus on those offering the best perspectives for teacher professional autonomy and growth essential for job satisfaction and motivation. The symposium will take as a

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starting point a review of the existing research evidence related to the organization of teachers' careers in a wide range of countries and present a typology of career models that characterize the organization and management of teacher careers today.

Three papers will be presented following a brief introduction and overview of the research. The first one relates to the results of a mapping exercise conducted in 2016 in eight countries from diverse income levels having undertaken teacher career reforms and specific implementation challenges to consider before embarking on what are technically complex and resource-intensive reforms. Next, the findings from two ongoing case-studies, New York City (USA) and the Western Cape (South Africa) will be shared by the researchers for the first time.

New York City has a fully functioning teacher career structure in which teachers are assigned new classroom-based roles, different responsibilities and additional pay. South Africa has developed career pathways to encourage horizontal and vertical mobility of teachers along with other policies that seek to motivate and incentivize teachers to enhance quality.

More specifically, the research will provide insights on teachers' perception of changes in their career structure and whether this had positive effects in four key domains susceptible to increase motivation: sense of increased autonomy, sense of recognition, teacher learning, and support/relatedness. The results of the research will be further enriched by the discussant who contributed to designing the teacher career reform in Chile.

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PARTICIPATORY CURRICULUM DEVELOPMENT WITH ADULT LITERACY TEACHERS IN GUATEMALA

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In 2016, CONALFA, the national adult literacy programme in Guatemala authorized a pilot adult literacy programme in a municipality in the western highlands. The pilot programme emerged from several years' work introducing participatory techniques into adult literacy classes and encouraging learners to write their own ideas rather than copying from the board or from a primer. Writings by participants were reproduced as reading texts for other learners. The pilot programme consists of pre-designed units relevant to the lives of participants and later units based on their own choices. Classes include personal expression and dialogue, supported writing which leads to production of printed reading texts and reading of these texts and other locally available texts, such as street signs, ID cards, school reports etc.

Teachers taking part in the pilot attended fortnightly development workshops. As adult literacy teachers work in scattered communities and do not have regular contact with their colleagues, the workshops were an essential point for the exchange of experiences in implementing the programme. Teachers struggled with the methodology which they found unfamiliar or even alien but were able to make changes during the period of the pilot.

Evaluation of the project was carried out through systematization of experiences, a Latin American methodology which focuses on the lived experience and collective learning of participants in a project rather than the attainment of predetermined goals.

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The presentation will give details of the programme and the teachers' experiences and analyse the aspects of the project that were most enabling for them. The question of sustainability and the potential for further work with this method will be discussed in the context of the structures of the national adult literacy programme and the position of adult literacy teachers within it.

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TEACHING FOR ALL: MAINSTREAMING INCLUSIVE EDUCATION IN SOUTH AFRICA

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According to UNESCO (2009), only 10% of learners with special educational needs in Africa attend school. This raises serious concerns, particularly in light of the various human rights instruments that focus on the right to education, commencing with The Universal Declaration of Human Rights in 1948, and reaffirmed by Sustainable Development Goal 4. South Africa's White Paper on Inclusive Education (2001) calls for an education system that responds to the needs of all learners. However, despite this, a sizeable number of learners in South Africa are excluded from the education system due to various factors, including the perceived negative attitudes of many teachers.

In the framework of the European Union co-funded project, and in partnership with the South African Departments of Basic and Higher Education, the Teaching for All project aims to contribute to the mainstreaming of inclusive education policies and practices in the South African education system at pre-service (Bachelor of Education and PGCE training), and continuing professional development (CPD) levels to raise the levels of achievement of all learners, especially those who have previously been marginalized under apartheid.

This paper will describe the University of South Africa's action research, which will be concluded in June 2017, into the state of Inclusive Education in South Africa, including teachers' developmental needs and attitudes (at both pre- and in-service levels), as well as the content of current programmes offered by universities. It will also describe how the research will inform the development of core semester modules at NQF level 6 for a broad range of South African universities, as well as CPD programmes for provincial education departments. The modules will be developed by the multi-sectoral Teaching for All team, comprising representatives from the University of South Africa, the British Council, MIET Africa, and other universities and government.

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EMBEDDING AND SUSTAINING TEACHER EDUCATION PROJECTS INTO BANGLADESH'S GOVERNMENT SYSTEMS: CHAMPION LED CHANGE?

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Across the world, there are many well-conceived, heavily-funded, education projects whose impact is minimal or unknown after the funding period ends. English in Action (EIA) embarked on its journey as a discrete project under the Bangladesh Primary Education Development Programme III. Externally managed and delivered, it aimed to gradually institutionalise its evidence-based best practices in order to have a lasting impact on teaching and learning within the government primary education system. After 9 years, EIA's teacher education programme is now at the point where there is significant Government ownership, with materials and approaches embedded at central and local levels, ensuring that they will eventually reach every English teacher in the country. Moreover, there is currently a shift in the Government of Bangladesh's underpinning model of teacher education from a cascade training model to a school-based teacher professional development approach, enhanced by digital technology. Learning from English in Action is currently being incorporated into the design of the Government's next Sector Wide Approach Programme for Primary Education.

The purpose of this symposium is to hear a variety of voices from the project and the Bangladesh Directorate of Primary Education exploring the different ways in which the lessons learnt and capacity developed through a project approach can be institutionalised within the practices at different levels of a national education system.

The symposium, facilitated by EIA team members, will adopt an interactive approach, opening the floor to the audience to share their ideas and experiences on possible strategies to make the transition from discrete project into a sustainable teacher education programme situated within Government systems. Within this framework, we will consider different aspects of this approach including,

- how essential elements of a successful school-based approach to professional development can work within the Government mechanisms of a highly centralized system,
- how to scale up within the system, gradually handing responsibility for delivery to the government to ensure sustainability, whilst still maintaining quality and an innovative school based approach which results in improvement of teaching and learning
- how projects can get and sustain country-level buy-in
- how far the assigned length of projects and the degree of flexibility to 'evolve' enables success in bringing about sustained changes in teaching and learning

To inform this discussion, EIA will draw on stories from champions as well as research evidence to explore learning from 9 years of working with teachers and education officers. The symposium will hear and contrast the perspectives and experiences of those working within the Government,

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expected to take on new approaches and those in the project advocating for change. It will show how initially focusing on discreet groups at all levels of the education system, from which champions have emerged and, how gradually connecting them together has resulted in sustainable change. Each of the groups below has had their own role to play in shaping the process of institutionalization. In this symposium these champions, will present their perspectives on the process and impact of embedding and sustaining the EIA programme within government systems:

Teachers and Head teachers
Local Education Officers
Central government officers
EIA Project Team
Donor (DFID Bangladesh)

Finally, we will return to the audience to bring together insights from the symposium into the approaches needed to enable and support all teachers to bring about a sustained change in teaching and learning.

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SUSTAINABLE CONTINUOUS PROFESSIONAL DEVELOPMENT? CONSIDERING MODELS FROM EAST AND CENTRAL AFRICAN TEACHER ASSOCIATIONS

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How can continuous professional development (CPD) actually *be* continuous? Within developing contexts, opportunities for scaffolded, sustained professional teacher development are often curtailed by the fluctuating budgets and priorities of governments and external donors. Teacher associations have long sought to provide a teacher-sourced model of professional development, with a content-specific incarnation, English language teacher Associations (ELTAs), as one possible solution in response to the paucity of CPD opportunities. ELTAs position themselves as incubators of “democratic” professionalism, free from the imposed and often contextually irrelevant priorities of donors or governments, and providing language teaching pedagogy, often missing from more general in-service trainings. Within this model, teacher members are viewed as experts within their classrooms and thus capable of not only advocating for the forms of CPD they require, but by providing it through the membership and resources within the association. At least on paper, this model presents as a self-sustaining cycle: the desired redundancy of “sustained continuous.”

This paper seeks to critically consider the potential of ELTAs as a model for sustainable CPD in East and Central Africa, using currently-operating associations from Rwanda, Uganda, Tanzania, Zanzibar, Kenya, DR Congo, Cameroon, and Ethiopia. Data on these associations was obtained through surveys, interviews, and participant observation from a 2016 ELTA leadership conference organised by the U.S. Department of State’s East Africa Regional English Language Office and held in Kigali, Rwanda. My investigation focuses specifically on the patterns of CPD offerings, considering their type, frequency, host institutions, partners, organisers, and participant response as reported by ELTA leadership. This analysis foregrounds the context and challenges implicit in voluntary organisations in order to identify lessons learned to indicate successful engagement strategies. Finally, I consider the required conditions for expanded application and best practices towards nurturing democratic professionalism, and ultimately, sustainable CPD.

THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE): DRIVING THE SUSTAINABLE DEVELOPMENT AGENDA THROUGH A MULTI-STAKEHOLDER APPROACH.

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Throughout 2015 the Global Partnership developed a new five-year Strategic Plan (2016-2020) that set a new level of ambition aligned with Sustainable Development Goal 4 and core driver to achieving the Sustainable Development Agenda. Capitalizing on its unique status as a multi-stakeholder partnership that provides financing, technical support and capacity building to country level partners, the strategic plan – GPE2020 – guides the Global Partnership’s activities through three core goals: (1) to improve and achieve more equitable learning outcomes; (2) increase equity, gender equality, and inclusion; and (3) strengthen the efficiency and effective of education systems. The Strategic Plan is accompanied by a comprehensive results framework of 12 core and 25 sub-core indicators, as well as a monitoring and evaluation strategy, aligned with the Education 2030 indicator framework, and a five-year implementation plan. GPE today brings together developing countries, donors, international organizations, civil society, teacher organizations, the private sector and philanthropy to improve learning and equity through stronger education systems. A key function of GPE is to support governments to develop good quality education sector plans and to encourage donors to align their support with these plans, hence reducing aid fragmentation and transaction costs and increasing sustainability.

The panel will present three papers. The first paper frames the evolution of GPE from 2002 to 2017 and describe key financial, operational, and technical developments that situate the Partnership as a recognized global player central to the achievement of the Sustainable Development Agenda. It will also describe key recent developments, including the Financing and Funding Framework (FFF) designed to resource and implement GPE2020, which includes support for Knowledge and Innovation Exchange, and Advocacy and Social Accountability across the Partnership.

The second paper examines GPE’s engagement in the area of teaching and learning. It presents GPE’s commitment to improving teaching and learning as laid out in Goal 1 of its Strategic Plan and the specific results the Partnership aims to achieve. The paper provides an overview of current GPE investments in teaching and learning, both at regional and country level. It notes that a majority of its grants are financing teacher training, followed by learning materials, learning assessments, and teacher management initiatives. GPE work is highlighted through a series of country cases. The paper will also address inclusive education, Goal 2 of GPE2020, and describe GPE work to ensure children with disabilities access quality teaching and learning.

The third paper presents Joint Sector Reviews (JSRs), a central element of the GPE theory of change and Goal 3 of GPE2020. JSRs are a mechanism for enhancing inclusive and evidence-based policy dialogue in support of the implementation of Education Sector Plans to achieve greater sector performance, ownership, capacity, and sustainability. Since 2012, the Global Partnership has engaged in numerous initiatives for supporting sector monitoring and is technically engaged in

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supporting JSRs at country level and between in December 2016 concluded a six month research project for defining and measuring Joint Sector Reviews effectiveness.

The papers will describe how GPE works to ensure that the core business of education – learning and teaching – is driven by processes that respond to context, build capacity, and systematize harmonization for sustainable development. Discussants from the CSO and donor communities will respond.

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CONSIDERING TEACHERS IN THE TUSOME LITERACY PROGRAMME IN KENYA: GOVERNMENT SYSTEMS IMPLEMENTATION AT NATIONAL SCALE

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Research on the impact of literacy programs implemented in scale is scant in the developing world, and where it exists it is pessimistic about the program's ability to improve learning outcomes. The primary problem has consistently been poorly conceptualized teacher change mechanisms that ignore the adult learner nature of teachers, and poorly designed pre-service and in-service programmes. Previous programmes suffered due to low levels of national take-up by teachers and by overly complex implementation designs that made community leaders resistant to mandating large scale implementation of the program. The Tusome programme was designed in response to the pilot results from a 1400 school Primary Mathematics and Reading (PRIMR) initiative. PRIMR used several embedded randomized controlled trials to systematically investigate how a scaled up program would be most effective across a variety of key policy issues. This meant that the Tusome program was designed in response to evidence of how the Kenyan system would respond to large scale implementation, particularly for how the teacher change process would be managed. The impact of Tusome is estimated by comparing results from an external evaluator using repeated cross-sectional literacy results from 2015 and 2016, released in 2017. The comparison includes learning outcomes in several key measures for both English and Kiswahili, presenting impacts and effect sizes. We also analyse findings from teacher and head teacher questionnaires designed to investigate how the program is being implemented and the level of buy-in, and how teacher change is supported by the programme. The paper analyzes the Kenya's National Tablets Programme, which provides details on the accountability system that accompanies Tusome and provides teachers with feedback and support using tablets, as well as national learning outcomes comparisons. This tablet programme is, to our knowledge, the largest scale ICT-based accountability system utilizing government structures supporting national scale literacy work. The results presented include the number of overall visits made by the instructional supervisors as well as investigation of how the overall impact of Tusome differs across different locations and demographic characteristics. The paper closes with recommendations for other large scale literacy and numeracy interventions working in developing countries.

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ON-BUDGET SUPPORT WITHIN AN EXTERNALLY MANAGED PROGRAMME: CAN INNOVATIVE DONOR FINANCING MODELS ENCOURAGE SUSTAINABLE APPROACHES TO TEACHER PROFESSIONAL DEVELOPMENT?

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In 2015 DFID and EQUIP-Tanzania (an externally managed primary education programme) decided to decentralise £23m of funds to Local Government Authority (LGA) budgets for implementation to be fully managed by them. The aim was to increase their understanding of teacher professional development interventions and therefore improve the likelihood of sustainable development of teachers beyond the programme. This process has helped LGAs re-establish direct relationships with teacher training colleges, enabled them to lead continuous teacher development processes and helped them monitor the effect on learning outcomes. Quality and consistency is ensured by EQUIP-Tanzania and central institutions.

This process has added complexity, challenge and risk but has facilitated greater local-ownership and increased understanding of sustainable and effective teacher training approaches. Is it the best way for donors to balance quality, ownership and sustainability?

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ADAPTING EVIDENCE-BASED TEACHER TRAINING PROGRAMS FOR USE IN LATIN AMERICA: LESSONS LEARNED

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Despite increased education investments across Latin America, little attention has focused on the persistent issue of low quality classroom interactions. One way to improve the potential impact on education, then, resides in enhancing the quality of what happens within classrooms. Challenges exist, however, in designing and implementing effective training models to improve the classroom interactions most responsible for students' development. This talk will explore the adaptation of two

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US interventions found effective in improving teacher-student interactions for use in Latin America. The project involved a strategic partnership between University of Virginia, the Inter-American Development Bank and Latin America education partners. The intervention adaption process included identifying key program priorities, ensuring relevant partners' involvement and piloting interventions for feasibility and satisfaction. Consequently, partners are now prepared to scale up and systematically test the effectiveness of the interventions, having the potential to positively impact teacher-student interaction quality across Latin America.

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SECONDARY SCHOOLS PREPAREDNESS PROGRAMME (SSPP) IN INDIA

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The low learning levels among students in India are well-reported by government and non-government sources. Millions of students do not possess grade-appropriate learning outcomes which stages them for failure in the next grade or higher education or for sustainable employment. The fact that India has a policy of 'no detention' till grade eight (elementary) makes the matters worse, considering the disadvantageous home and parent background, inadequate teaching learning materials and poor teaching-learning methods and pedagogy which affects the large number of government schools and children in them. Not surprisingly, the teachers are struggling to ensure learning outcomes for secondary students.

The SSPP was developed to enable teachers to succeed in overcoming this challenge by enhancing their students' 'secondary readiness' (i.e., their grasp over curricular pre-requisites) within the first few months of secondary school. The paper discusses the 'Reflective Engagement Pedagogy' that was used in SSPP, evolved through extensive research and implementation in over 400 government secondary schools across four large states of India, as well as an intensive study of international best practices. By using a 'face to face camp' of 15 days, followed by a 6-8 week self-learning phase with gamified materials and concluding with a 'consolidation camp', the SSPP was able to generate substantial reductions in learning gaps and enable grade level participation.

The SSPP was piloted in three states with the involvement of state and national authorities. Orientation of administrators and decision-makers, state specific versions of an accelerated curriculum and materials, training of trainers and teachers, and supervised implementation of the programme have yielded a well-rounded model. Data from assessment of student learning, documentation and sharing exercises held during various stages, and teachers' voice captured through video and text will be used in the paper.

Having been implemented in schools that face challenges in terms of infrastructure and facilities, SSPP is a scalable, low-cost and practical approach, designed to help teachers overcome the constraints of ground realities of countries such as India.

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ENABLING SUSTAINABLE CONTINUOUS PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS IN TANZANIA

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EQUIP-Tanzania has been working with institutional partners to design, implement and refine a professional development model to achieve a high-quality, cost-effective and scalable continuous professional development process with support structures for all teachers. To-date the focus has been on general and gender-responsive pedagogy as well as early primary literacy and numeracy to facilitate teaching and learning improvements in these areas.

This paper presents the model, which focuses on:

- **Continuous professional development:** moving away from the historical reliance on one-off training events to a continuous process of learning, implementation the classroom and professional reflection on effectiveness.
- **Sustainable school communities of learning and support structures that place teachers at the centre of their own development:** materials and support systems that allow greater autonomy, less dependence on centralised delivery and maximisation of available local resources
- **Strengthening decentralised implementation:** connecting and strengthening Universities, Teacher Training Colleges, Local Government Authorities and schools to build ownership and improve the likelihood of sustainability after programme exit

Regular school-based training on general pedagogy, numeracy and literacy has now been delivered to as many as 35,000 teachers in 4,500 schools (75% of all primary teachers in the programme areas). The paper will also present preliminary findings from a robust independent impact evaluation of programme interventions, conducted in 2016, showing evidence of more inclusive pedagogical practices, improved teacher motivation and a reduction in teacher classroom absenteeism. Most importantly, results show the programme has had a positive impact on the literacy skills of the lowest performing pupils.

These positive results helped give Tanzania Institute of Education the confidence to adopt a similar decentralised, school-centred approach as the basis for its draft National CPD Framework, introducing a policy-level pathway to developing sustainable support for all teachers in the country.

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THE MOVE FROM TEACHER TRAINING TO TEACHER EDUCATION: DEVELOPING AN EVIDENCE BASE FOR EFFECTIVE TEACHER PROFESSIONAL DEVELOPMENT

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With a growing recognition for teacher education as opposed to teacher training there is little evidence base in low income and conflict affected contexts on what effective teacher professional development programmes look like.

This presentation will outline the current situation of War Child Holland's research agenda for a school based teacher professional development intervention that is being piloted in formal primary schools in Colombia. The discussion will outline the formative process that underpinned the development of the approach, initial findings from the practice run and plans for the pilot and research in 2018.

A key focus of the intervention will be to work through coaches on developing and improving competencies of teachers beyond skills and knowledge, competencies such as critical thinking, motivation and leadership. Together with also addressing the psychosocial needs teachers it is presumed that this will support the development of a learning environment that improves social and emotional as well as academic learning outcomes.

The presentation will also explore how this intervention fits into the interconnected, multi-level and ecological care package that WarChild Holland is now developing.

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"EVERYONE GETS A CHANCE TO ANSWER" – ENHANCING LEARNER VOICE AND ENGAGEMENT ACROSS POVERTY QUINTILE SCHOOLS IN SOUTH AFRICA

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For effective learning to take place, research indicates that teachers must create safe and inclusive spaces to allow learners to express themselves, and to effectively use this information to improve learning. However, there is a dearth of information on how teachers in South African schools, especially in schools serving poor and marginalised learners, engage learners in the classroom to identify and address learning gaps. Even less information is available on learner views and experiences regarding teaching and learning practices.

Using Lundy's model of child participation, this paper reports on learners' views and experiences regarding the impact of a large-scale professional development programme. Implemented in 2016, the programme aimed to support teachers enhance their assessment for learning knowledge and

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skills to develop more inclusive, learner-centred approaches for actively engaging ALL learners in the learning and teaching process.

Data was obtained from the mid-term evaluation of the programme, conducted in November 2016, and comprises: classroom observations of grade 2 and 5 teachers in 270 classrooms across 50 treatment and 50 control schools randomly selected to represent all poverty quintiles; focus group interviews with learners; and learner performance data in mathematics.

Initial results indicate that where teachers applied their new knowledge and skills, irrespective of the school quintile category or grade level, learners expressed positive views about classroom participation, and were more enthusiastic and willing to participate in discussions. As a serious indictment on schooling in South Africa, the most common response from learners was: *“everyone get a chance to answer”*. Additional areas to report at the conference include the extent to which enhanced learner engagement leads to improved performance, and comparisons of learner views and experiences in high and low poverty quintile schools.

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CHANGE LEADERSHIP FOR SUSTAINABLE COLLEGE IMPROVEMENT - THE CASE OF GHANA

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The central focus for this paper is to show how effective leadership at teacher training institutions can ultimately enable better teaching at the school level. The role that school and college leaders can play in ensuring sustained improvement of learning outcomes of students over time cannot be overemphasised. Whilst the practice of improvement planning has been a core focus of educational institution leadership in developed countries, the same cannot be said with certainty, of developing and low income countries such as Ghana. Despite the fact that, the 40 Colleges of Education in Ghana have by an Act of Parliament in 2008, been granted tertiary educational institution status, these institutions do not yet have the systems in place to function effectively at the tertiary level. At the same time, the capacity of tertiary education regulatory institutions (National Council for Tertiary Education [NCTE] and National Accreditation Board [NAB] need to be equipped to ensure that they appropriately support Colleges of Education. This situation requires that College leaders are empowered to take ownership as agents of change - sustainable improvement and transformation in the delivery of pre-service teacher education in Ghana.

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This paper presents the lived experiences of college principals, in undertaking innovative strategies that are proving successful in enabling their leadership teams and tutors to implement change initiatives through inclusive and collaborative strategic approaches of Development Road-mapping and Improvement Planning. The process to introduce the practice of Improvement Planning in the 40 Colleges of Education in Ghana through a DFID sponsored Programme; T-TEL, is a unique case of combining Quality Assurance strategy and Staff Professional Development with a result based incentive for a sustained change. Using field observation and focus group discussions, there is emerging evidence of improved leadership skills, gender responsiveness, ownership and partnership building among Colleges. Capacity of NAB and NCTE as a lever for sustainable support to College improvement is also taking root.

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HOW CONTEXT MEDIATES THE EFFECTIVENESS OF TEACHER SUPPORT INTERVENTIONS: EVIDENCE FROM A MULTI-ARM RANDOMISED EXPERIMENT IN SOUTH AFRICA

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The body of research on what works to improve teaching and learning is growing rapidly, as evidenced by several useful (though sometimes contradictory) recent systematic reviews. However, for maximum usefulness to policy makers looking for sustainable teacher support interventions on a large scale, it is crucial to understand where and why different types of support work. Contextual factors may well play a decisive role in whether a programme has any positive impact. This forms the basis of a common external validity critique of randomised experiments. This paper reports on a randomised experiment conducted amongst low socio-economic status schools in South Africa, with three separate interventions all aimed at improving the teaching and learning of Home Language literacy in the early grades. Two interventions involved pedagogical support to teachers using structured lesson plans, but differed in the modality of training the teachers. A third intervention aimed to improve parent involvement in home literacy activities. All three interventions had large positive impacts on literacy outcomes in urban township settings, but all three had negligible effects in deep rural settings.

The paper explores the reasons for this dramatic difference in the impact of interventions using a variety of methods. This analysis investigates socio-economic and other differences between urban and rural areas, changes in intermediate outcomes including classroom practice, qualitative evidence from in-depth school case studies, monitoring data on the fidelity of programme implementation, and semi-structured interviews with those responsible for working with teachers in the project. Some of the emerging factors prohibiting impact in rural settings include long distances which prevent attendance at programme activities, teacher practices shifting in form but not in substance (perhaps due to adverse selection of teachers into rural schools), and lost teaching time (perhaps due to weaker accountability of schools to government and parents).

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UNDERSTANDING CHANGE IN THEIR OWN WORDS: DEVELOPING TEACHER MINDSETS AND BEHAVIOURS IN PRIMARY GOVERNMENT SCHOOL TEACHERS IN INDIA

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Traditional teacher training in developing contexts often focuses on content knowledge, ignoring teacher identity and perspective. Increasingly, teacher mindsets, such as self-efficacy, commitment, motivation, and behaviours, such as reflective practice, collaboration, are seen as important to sustaining professional development. However, little empirical research exists around these mindsets and behaviours in developing countries. STIR Education works in low-income countries to build teacher networks, through which teachers collaboratively develop solutions tailored to their context. Teachers in STIR networks use journals to reflect on changes in their mindsets, behaviours, and their impact on classroom practice. A thematic analysis of 20 journals in India was conducted to examine teachers' lived experiences of these changes. The presentation will share initial findings to shed light on changes teachers experience in their mindsets and behaviours, how they experience them, and how such analyses can lead us to think differently about making teacher professional training and development sustainable.

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TEACHER-RESEARCH APPROACH FOR SUSTAINABLE AND SCALABLE PROFESSIONAL DEVELOPMENT

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Good teachers continuously reflect on their practices and seek feedback to ensure that they are meeting individual learning needs of their class. In Bangladesh, English in Action (EIA) project has introduced school based professional development activities using mobile technology to provide examples of communicative teaching approaches. Teachers are encouraged to practise the approaches and to reflect on them with peers. EIA has now tried to extend this practice by supporting teachers to conduct action research in their classrooms. This presentation explores the following questions:

- What effect does it have on teachers when they are supported to systematically research an aspect of change in their classroom?
- How can systematic reflective questioning bring about classroom change?
- How does action research lead to sustainable change in learning and teaching?

Around 150 teachers from diverse backgrounds were provided support for conducting classroom-research through workshops and peer mentoring. Throughout the year-long journey each teacher researched one specific aspect of their classrooms completing three cycles of research, which included observation, collecting feedback from pupils and peers and systemically recording their

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findings in a reflective journal. Many teachers also shared their experience through social media. Finally, they presented their research findings at a conference titled “Teachers’ Voices Conference (TVC)”.

We found that enabling teachers to inquire into their own classrooms using evidence-based reflection helped them to see value in seeking opinions of their peers and pupils and planning their next lessons. They became strongly motivated to explore their classroom practices collaboratively on a continuing basis. This presentation will discuss these changes with the help of teachers’ research projects and videos of case studies demonstrating the effect of classroom research on teachers and students. Implications of such an initiative for scalability and sustainability will be discussed.

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A ROUNDER SENSE OF PURPOSE: DEVELOPING EDUCATOR COMPETENCES IN EDUCATION FOR SUSTAINABLE DEVELOPMENT

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A Rounder Sense of Purpose (RSP) is a three-year, EU-funded project that sets out to develop an accredited framework of educator competences in Education for Sustainable Development (ESD). This is being tested through bespoke educator training programmes in six countries (Cyprus, Estonia, Hungary, Italy, The Netherlands and England).

The starting point for this work is the United Nations Economic Commission for Europe framework of educator competences for ESD (UNECE 2012), which itself draws upon earlier international work. The UNECE framework remains a largely theoretical tool that does not link its 39 competences to specific learning outcomes.

During 2016 RSP partners worked on distilling the UNECE competences, which included reducing the number to twelve, removing repetition and identifying gaps. This year project partners are developing and delivering training programmes to approximately 400 pre-service and in-service educators as well as conducting mixed methods research into the impact of engagement with this competence framework. A key issue for project partners will be to develop appropriate assessment tools and techniques for measuring these competences.

This paper provides the background to the project, including the various ESD competence models that have been considered in the process. It then presents the outputs of the RSP project, principally the competence framework, and a discussion of the early findings of our research on impact.

Reference: UNECE (2012) *Learning for the future: Competences in Education for Sustainable Development* Geneva: UNECE

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IDENTIFYING AND RECRUITING EFFECTIVE PRIMARY SCHOOL TEACHERS IN NORTHERN NIGERIA

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The provision of primary education in Northern Nigeria is undermined by inadequate teacher recruitment and deployment policies and practices. School needs are not taken into account, too many unqualified teachers are appointed through long-established patterns of patronage while qualified teachers are overlooked and teachers often refuse 'hardship' postings or leave them early. This paper examines the development of a series of evidence-based recommendations intended to challenge the policy inertia that currently limits the recruitment and deployment of effective primary teachers in Kaduna and Kano States. It highlights the importance of engaging key education stakeholders in generating policy-related evidence and involving them in the development of recommended changes. Particular attention is paid to the significance of inter-sectoral collaboration between academics and policymakers and how this enabled the acceptance of policy recommendations. Although focused on Northern Nigeria, the paper is relevant to other regions where the dominance of vested interests inhibits meaningful policy change.

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PROFESSIONAL DEVELOPMENT FRAMEWORKS: ENABLING CHANGE FOR TEACHERS AND EDUCATION SYSTEMS

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This presentation explores the processes through which a new Professional Development Framework of standards for teachers was developed simultaneously in both Montenegro and Ukraine and identifies key issues and learning from the two projects. In both countries, the British Council has partnered with the respective Ministries of Education to achieve a similar outcome of a Framework integrated into national education systems, supporting the development of quality teaching and learning within education reform. However, the processes by which this was achieved in the two countries differed, and learning from this provides the basis of this presentation.

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In Montenegro and Ukraine, teachers have traditionally been accredited mainly on years of service, not on their professional development record or their classroom behaviours. In addition, there has not been a unified framework to identify and describe teachers' professional knowledge and skills to be shared between different ministry departments, institutions and schools.

The process of developing the Framework took four years in Ukraine and three years in Montenegro. Working with core committees of INSETT stakeholders and with close support from the Ministry of Education in each country, identifying standards through a Professional Development Framework were negotiated, with changes brought to the local education system at various levels. The Framework is now used as a tool to measure the level of teacher professional competence, with clear descriptors and indicators of teachers' professional behaviour ensuring the process of teacher accreditation is objective and transparent. In addition to setting minimum requirements in terms of professional knowledge and skills, teaching standards inform the development of professional learning goals and provide a 'Teaching for Success' framework by which teachers can get individualised guidance on areas of focus with links to related resources and activities. They can then judge the success of their learning through self-reflection and self-assessment.

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SUPERVISION OF MATHEMATICS AND SCIENCE TEACHING IN GHANA

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The application of mathematics and science is evident in many human endeavours such as economics, technology, medicine and engineering. This is reflected in the importance attached to mathematics and science in the basic school curriculum in Ghana. Yet, students continue to perform poorly in both subjects in national and international examinations. Both are core subjects, which students should pass well in order to proceed to the next level of education. This means that both subjects determine, to a large extent, learning opportunities available to the Ghanaian child. Whereas students in a few schools with access to appropriate resources and teaching and learning strategies excel in these subjects, students in most schools with limited access to such resources and strategies struggle with the learning of both subjects. This situation creates inequalities in the distribution of educational resources in Ghana.

The paper describes a study to develop a model for supervising the teaching of the Ghanaian basic school mathematics and science, as part of a broader debate covering subject pedagogies in all core subjects in the Ghanaian basic education curriculum. The model draws on the strengths of mathematics and science specialist tutors in Colleges of Education in Ghana to support their non-specialist counterparts to guide student teachers in the teaching of basic school mathematics and science.

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Science and mathematics specialist teams at colleges teach their non-specialist colleagues, in a collegiate atmosphere, how to supervise mathematics and science teaching effectively during teaching practice visits. Data collected through interviews and observation of supervision sessions by non-specialist tutors is analysed to establish the effectiveness of the peer support they have received from their specialist counterparts. The degree to which non-specialist mathematics tutors guide student teachers on the use of appropriate resources and strategies in mathematics and science lessons determines the effectiveness of the peer support.

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RETHINKING THE FUTURE ROLE AND MOTIVATION OF THE EDUCATION WORKFORCE

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This quick-fire talk will explore fresh thinking on the evolving role of the education workforce and how it can meet the complex challenges of a spike in demand, broadening functions of schools, changing roles of teachers, and new ways of learning. It will look at teacher professionalization and motivation and propose creative options for diversifying and strengthening professional, leadership and support skills. The talk will be co-presented by STIR Education and The Education Commission, drawing on emerging evidence from the International Task Force on the Education Workforce and STIR's latest study on non-financial teacher motivation. STIR will present its research in terms of making a robust economic case for the inclusion of this approach in national education policy and budgeting in order to unlock efficiency and teacher performance, both in the short-term and the long-term. It will also look at the opportunity and business case for government systems to tap into 'mid-tier' support structures and largely latent resources that can be utilized in the process. The objective will be to generate interest in these work streams, highlight future challenges and opportunities and motivate future engagement.

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BIG RESULTS NOW! IN TANZANIAN EDUCATION: HAS THE DELIVERY APPROACH DELIVERED?

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In recent years there has been growing interest across Governments and education Development Partners in looking beyond the formulation of best practice and policies, to focus on implementation and 'getting things done' using a set of ideas and structures called the 'Delivery Approach'. This approach encompasses the set-up and operations of centralised 'Delivery Units' and the application

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of best practice principles. Initially popularised in the early 2000s by the UK Government, they have been applied in diverse contexts such as Tanzania, Punjab and Malaysia.

Tanzania's Big Results Now! (BRN) Education was a transformational government led programme initiated in 2013 and which sought to apply the Delivery Approach to dramatically improve examinations results across Tanzania's 20,000 public schools, particularly through enabling and motivating teachers and the use of accountability measures derived from learning assessments. This paper, written by practitioners directly involved in BRN, provides reflections on the political economy, achievements and challenges of education system reforms, particularly surrounding teachers. It looks beyond public proclamations of success to consider whether BRN was genuinely effective in delivering sustainable improvements in learning.

The paper considers the extent to which BRN Education adhered to the principles of successful delivery and its sustainable impact on quality and access. In so doing we identify important lessons regarding the application of education system performance management through country-led (rather than donor-driven) reform programmes. We note limitations in wholesale export of prescriptive educational reforms, and the need for local inclusive and politically grounded solutions that tackle the main barriers to equitable teaching and learning.

These lessons may enhance global efforts to deliver inclusive and quality education for sustainable development. As set out in *The Learning Generation's* call to action (Education Commission, 2016), performance management delivery approaches are one of four pillars required to deliver education reform to scale.

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THINKING BEYOND-THINKING HOLISTICALLY: SUSTAINABILITY AT SCALE IN AZAD JAMMU AND KASHMIR, PAKISTAN

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The Pakistan Reading Project (PRP) is a US\$ 165 million initiative funded by the United States Agency for International Aid (USAID). Through close collaboration with all provincial and regional governments across Pakistan, PRP has successfully introduced reading reforms in the primary education sector. PRP's holistic approach encompasses teacher professional development, integration of teaching of reading courses within Pakistan's pre-service curricula, development and distribution of high-quality reading materials, advocacy for reading standards and assessments, the provision of supportive technologies, and the engagement of stakeholders to formulate policies specifically for promoting continuity and sustainability. While various social, political, and economic realities differ from province to province, across Pakistan PRP has evinced significant progress as measured in baseline scores.

Azad Jammu and Kashmir (AJK) is one of the regions that has demonstrated the best results. It has introduced a comprehensive and sustainable teacher continuous professional development (CPD) model – that embraces both innovative policy and robust field-level implementation. This paper analyses how the AJK government led the ownership, resource allocation, and overall creation of an enabling environment for the execution of the reading project. We reveal the groundwork that was laid around the CPD framework, the process which cultivated broad-based consensus, and the way

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in which the government operationalized its plans. Finally, our study also discusses the non-conventional opportunities that were sought by the project to better scaffold the government in its efforts to sustain teacher development activities, while balancing limited public resources and the limitations imposed by traditional donor funding.

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HOW SCHOOL LEADERS IN ENGLAND AND HONG KONG ENACT GOVERNMENT POLICIES FOR IMPROVEMENT

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This paper reports a synthesis of the key qualitative and quantitative findings from an ESRC-RGC (Hong Kong) funded bilateral research project on how *successful* secondary schools (as measured by pupil progress and attainment outcomes and national inspection judgement results) in England and Hong Kong use government policies as a means of furthering their own improvement agendas. By using a longitudinal, mixed methods design to investigate the interface of reform at macro (country), meso (school) and micro (classroom) levels, this research investigated how government reforms (mandatory and non-mandatory) are received and mediated by principals, senior and middle leaders in improved and effective schools serving communities of contrasting socio-economic advantage.

The research shows that in these schools it is too simplistic to focus on policy as implementation and either a top down or bottom up process. Rather, enactments involved more complex sets of interactions between school leaders, the staff and the wider school community, a clear ethical stance and the exercise of autonomy; that they built upon and developed organisational capacity, and were layered into school identified improvement priorities. Conducting a comparative analysis between schools in contrasting contexts helps to understand better the dynamics underpinning the effectiveness of government reforms in England and complements the system level insights provided by the McKinsey Report (Mourshed, Chijioke and Barber, 2010). The research found that in steering their schools successfully through changing social and policy landscapes, leaders provide optimal conditions, structures and cultures for learning and teaching, enable teachers to interpret, contextualise and reframe external policies in terms of their own educational values, purposes and practices; and through this, sustain their commitment and effectiveness in making a difference to the learning, achievement and life chances of all their students.

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ENABLING SYSTEM LEADERS TO DRIVE RAPID AND SUSTAINABLE SCHOOL IMPROVEMENT

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Global evidence confirms that the quality of school leadership is one of the most powerful determinants and enablers of teacher quality. The National Leaders of Education programme in England, which used the expertise of high performing school leaders to improve the leadership and teaching capability of their peers, resulted in a more rapid improvement of student outcomes than the national average. Based upon this evidence, a system leadership model has been developed which contextualises this world-class methodology for low income settings. Under this model leaders from high-performing schools are paired with statistically similar but lower performing schools. The coaching and mentoring skills of these high-performing leaders, called 'system leaders', are developed and then they support the beneficiary leader to bring about rapid and sustained improvement in their school.

The system leadership model was piloted in low-cost private schools in Nairobi and Mumbai over a 7-month period. The evaluations of both pilots showed statistically significant improvements in leadership competence of both the system leader and the beneficiary leader, as well as in the teaching quality at the beneficiary school. Strong qualitative evidence of change in the agreed school improvement priority was also demonstrated. The most common area of change was improved teacher outcomes through, for example, increased teacher monitoring and motivation, improved teacher retention and attendance and the greater use of child-centred pedagogy.

This pilot has established a proof of concept that the 'system leadership' model impacts leadership and teaching outcomes in low resource settings. It demonstrates the strong potential of the model in enabling skilled practitioners to act as change agents to raise standards in peer schools. By building the capacity of the system to improve itself, this model provides policy makers and practitioners with a sustainable, low-cost, high-impact approach to the improvement of teaching and learning across the system.

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REALISING THE PROMISE OF TEACHERS' INTRINSIC MOTIVATION

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There is increasing focus globally on the importance of a professional, motivated teacher workforce, as evidenced by several (thematic) indicators under SDG 4. However, it is a matter of considerable debate how to best motivate teachers to improve student learning outcomes and their own professional development sustainably. This has led some governments to consider and introduce elaborate “carrots and sticks”, ranging from performance bonuses to biometric fingerprinting scans for attendance. In many cases, these are targeted to individual teachers. Other governments are instituting innovative career models or expect positive effects from decentralisation and school autonomy. The question of sustainability – whether behavioural, political or economic – is not necessarily considered, when these decisions are made.

A concept note for The World Development Report 2018 proposes that, “approaches that build on teachers’ intrinsic motivation show promise”. This proposed symposium aims to engage participants in a focused discussion about how the “promise” of intrinsic teacher motivation can be realised.

The proposed structure and details about presentations are below:

Scene setting presentation:

Eugene Dapper, UCL Institute of Education: What do we know about teacher motivation? A global literature review

This presentation will share findings from a literature review to understand current thinking and evidence related to teacher motivation, professionalism and retention. The review is looking at the evidence related to school and system-level strategies that support improved performance and commitment of teachers and examines school, district and system-level strategies and examples of teacher motivation, professionalism and retention.

Two ‘case study’ presentations:

1. Dr. Jef Peeraer, VVOB Rwanda: School leadership and teacher motivation

Effective school leadership is associated with greater student wellbeing and better learning outcomes. The relationship is strong and research indicates that it works primarily through improved teacher motivation and working conditions. Aware of this, the Rwandan Government’s Education Sector Strategic Plan prioritises the professional development of head teachers. VVOB supports the Rwanda Education Board in these efforts.

Over a period of 2 years, head teachers of 120 sectors have participated in Peer Learning Networks, coached by trained Sector Education Officers. An exploratory social returns on investment analysis

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of the intervention suggests positive effects on teacher motivation. In focus groups, teachers have emphasized more delegated leadership and greater involvement in school-level policy discussions as motivating factors. This corresponds with a self-determination theory of teacher motivation. Preliminary results of additional quantitative and qualitative research will be presented as a basis for discussion on how to motivate teachers sustainably.

2. James Townsend, STIR Education: Teacher networks and intrinsic motivation

Working with state governments in India (Uttar Pradesh, Delhi and Karnataka) and the government of Uganda, **STIR Education** builds teacher networks designed to ignite and sustain teachers' intrinsic motivation and improve classroom practice and children's learning at system level. Over 27,000 teachers in over 10,000 schools currently participate in networks.

We will share learning and initial results from internal learning and large scale independent evaluations of the impact of teacher networks on teacher motivation, classroom practice and learning outcomes. The evaluations include a World Bank funded randomized control trial in India; a USAID funded matched control trial in India; and findings from initial testing of new tools to measure teacher motivation and practice created in conjunction with New York University.

All the presentations will act as stimulus for group discussions about how teachers' intrinsic motivation can be increased and sustained; how a policy case can be made for reforms designed to support teacher intrinsic motivation; and what else do we need to know in this area?

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IMPROVING TEACHER EFFECTIVENESS IN SUB-SAHARAN AFRICA: IMPLICATIONS FOR SUSTAINABILITY OF TEACHER INSET MODELS IN TANZANIA AND GHANA

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Overview

Retaining high quality, effective teachers in deprived areas is a challenge in many contexts. A common approach to building the capacity of teachers in these areas is through in-service training (INSET). This symposium looks at recent and ongoing evaluation evidence on two models of such INSET, from Tanzania and Ghana. The papers intend to initiate discussions on dealing with system-wide constraints which affect the sustainability of the efficacy of INSET models, use of INSET as a cost-effective approach to attract trained teachers to disadvantaged communities, and how to usefully assess and present information on intervention cost.

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Paper 1: What factors affect the sustainability of a teacher in-service training programme in Tanzania? Ian MacAuslan (OPM)

Sustainability of the activities and benefits of an early-grade teacher INSET programme, beyond the initial external funding period, is a key objective of the Education Quality Improvement Programme in Tanzania (EQUIP-Tanzania). EQUIP-Tanzania targets primary education in seven of Tanzania's most educationally disadvantaged regions.

This paper presents evidence from the midline impact evaluation of EQUIP-Tanzania on the prospects for sustainability, and national scale-up, of the INSET programme. This mixed methods evaluation combines quantitative evidence on impact with qualitative findings from programme schools. The programme has initially boosted early grade learning and reduced teachers' classroom absenteeism. But, there are clear constraining factors to achieving maximum and ongoing impact, such as high teacher turnover, challenging classroom conditions with large class sizes, and unclear incentives for professional development; all with implications for improving programme design for sustainability. This paper also highlights the gaps and challenges of collecting appropriate evidence to assess financial sustainability and costs of national roll out.

Paper 2: 'Staying power' in rural basic schools: a look at teacher training modalities and teacher retention in Ghana

Dr Leslie Casely-Hayford et al. (Associates for Change)

Retention of trained teachers in deprived rural communities in Ghana is one of the key challenges facing Ghana's basic education sector. This paper uses primary data from a longitudinal evaluative study spanning 2-years and covering 400 teacher trainees across nine districts in Ghana to explore the impact of the distance training modality under the Untrained Teacher Diploma in Basic Education programme. The study compares the knowledge, orientation and skills acquired on the distance teacher training programme compared to the more conventional model. The paper also explores teacher retention and motivational factors, finding that distance training modalities positively influence teachers' willingness to work in rural deprived primary schools. The study highlights the need for policy makers to consider reforming their teacher training, and selection strategies in order to retain trained teachers in these areas.

Paper 3: Challenges of assessing cost effectiveness and financial sustainability of teacher INSET: insights from Tanzania. Nicola Ruddle (OPM)

There is a growing acknowledgement of the need for cost, and cost effectiveness analysis (CEA) information about education interventions to feed into policy and programming decisions, however this analysis has many challenges in practice. This paper draws on the difficulties of carrying out such CEA in relation to an ongoing impact evaluation of the EQUIP-Tanzania primary education programme including teacher INSET.

Consistent with the literature, and attempts to improve methodologies for CEA, challenges arise around whose costs to include, application of the 'Ingredients method,' limitations to implementation spending data, and identifying additionality of costs, not just impact. Cost estimates must also have practical use as comparators for scaling up or adopting the programme in other contexts, where unit costs will differ. The paper illustrates how useful cost-effectiveness analysis is possible even with limited data, and considering what information is useful for stakeholders in sustaining the programme.

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SUSTAINING IMPROVEMENTS IN THE LITERACY LEVELS OF EARLY GRADE PUPILS ACROSS NIGERIA.

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Literacy underpins the realisation of the sustainable development goals, but how to sustain improvements in literacy that have resulted from teacher education programmes still needs to be addressed. Numerous programmes have witnessed short-term improvements, but many have struggled to make a lasting impact. This paper presents practical experiences of efforts to sustain literacy improvements in tens of thousands of government primary schools across Nigeria resulting from an in-service synthetic phonics teacher training and resource programme. These experiences include the development of localised “Teacher Leaders”, tasked with expanding and sustaining the implementation of the programme and aided with the tools and sustainable resources to do so through enabling them to be local educational entrepreneurs; the integration of technological innovations, including a teacher lesson plan app, WhatsApp groups amongst teachers and regular batch SMS messages to teachers; and efforts to sustainably embed the method into the education system through such things as providing material printing licences to federal government and the development of modules for pre-service teacher training providers, amongst other strategies. Additionally, the paper highlights factors that have been important in facilitating teachers’ sustained application of the knowledge and skills gained through the programme, which have mainly included intrinsic and extrinsic rewards brought by the nature of the teaching method itself – teachers enjoy implementing the method because it is fun and interactive, feel competent in doing so because it is very easy and quickly effective and have widely acquired increased social status as a result of being a teacher on the programme. The paper builds upon the quantitative evidence of improvements in literacy levels presented at the 2015 UKFIET conference through utilising largely qualitative data from semi-structured interviews with teachers, school management, government officials and programme staff, focus groups with parents, existing project monitoring sources and insider-participant observations.

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A MODEL FOR RECONCEPTUALISING TEACHER EDUCATION IN GHANA

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The lack of a nationally agreed definition of who a ‘good teacher’ is, the poor performance of pupils in basic schools, as well as a diversity of practice and approach in a system which is essentially driven

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by exam based, summative assessment and lacking an overarching set of National Standards in Ghana has heightened the concerns of policy makers, parents and educators. Rethinking the curriculum for teacher education is therefore necessary for ensuring and sustaining inclusive and quality education for all and promotion of lifelong learning for Ghanaian children. A response to this is the Transforming Teacher Education and Learning (T-TEL) programme, which is DFID support to Ghana's Ministry of Education. The programme is designed to transform the delivery of pre-service teacher education in Ghana by improving the quality of teaching and learning in all 40 Colleges of Education. This paper describes the processes involved in developing a teacher education policy framework for preparing pre-service teachers to be effective in Ghanaian classrooms. The development of this model was carried out in two main stages: National Teachers' Standards, and a National Curriculum Framework. The paper outlines the processes and structure of each. It draws on the vital importance of sustained engagement, readiness to change and 'harnessing the wisdom of informed crowds' (Fullen 2003). It highlights the gaps in the existing teacher education curriculum, which both the teachers' standards and curriculum framework seek to address, and evidence of the overwhelming endorsement of the curriculum framework by key stakeholders in education. The paper argues that the teacher education reform process is a welcome and timely initiative for Ghana, to the extent that it lays the groundwork for sustained improvements in teacher education and pupils' learning. It also potentially points the way forwards for other countries grappling with the challenges of sustainable educational improvement.

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UNPACKING 'SUSTAINABLE TEACHER TRANSFORMATION'

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Overview

As the primary mediators of children's learning in school settings, teachers are critical actors if 'Learning and Teaching for sustainable development' are to be achieved. This symposium will seek to elucidate what the terms 'sustainable' and 'teacher transformation' can mean in practice. Drawing on research, learning and current practice in the Aga Khan Development Network (AKDN)'s support to Early Childhood and Education settings in sixteen countries globally, the discussion will be framed around four short presentations, and two interactive sessions:

- Afghanistan Teacher Learning Circles
- Supporting teachers through public-private partnership in Zanzibar
- Teachers' and children's learning in East Africa
- Teachers' role in implementing a values-based curriculum in Kenya

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- How can technology help?
- How to measure any change?

Results from a recent endline evaluation in Afghanistan have highlighted the positive impact of Teacher Learning Circles (TLCs) on students' academic results. Endorsed by Ministry of Education policy, TLCs promote a mentorship approach, enabling teachers to learn from and support each other. Led by senior teachers in government schools - embedding ownership and accountability - the involvement of adjacent community-based class teachers facilitates cross-learning. Challenges identified – such as pressure on teachers' time and the need for more structured organisation – will be addressed going forward; but TLCs have great potential to support 'sustainably' teacher development and children's learning.

In 2014, the Aga Khan Foundation (AKF) and partner the Madrasa Early Childhood Programme (MECP) embarked on a public private partnership with the Ministry of Education of Zanzibar to increase access and quality in pre-primary education. While adopting a multi-faceted approach, a core component focused on teacher transformation. By supporting teachers' long-term professional growth through extended courses and on-going cluster meetings, the project has shown that these teachers now deliver a higher standard of pre-primary education.

This notion of teacher transformation was not initially as explicit in the Strengthening Education Systems in East Africa (SESEA) project, but it has permeated later work. AKDN has developed a professional development pathway for East African teachers culminating in a Masters of Education from the Aga Khan University Institute for Education (AKU-IED). SESEA's focus on students' academic learning achievement will also evolve. Drawing on AKDN's core theme of 'pluralism' - embracing and celebrating difference, going beyond tolerance to active engagement – continuing teacher professional development will support teachers to facilitate children's learning of 21st century skills', complementing knowledge acquisition with social emotional skills and character competencies.

Illustrating this, AKDN is implementing a pilot Value Based Education project programme in Coast County in partnership with the Government of Kenya. This is in the context of the government's shift from a strongly academic, exam-oriented system to a competency-based curriculum designed to develop engaged, empowered and ethical citizens. Teachers' critical role in this process will be supported with resource books and training to help them make a reality of 'pluralism', by engaging learners to nurture values through experiential and enquiry-based learning.

To ensure that technology serves teachers, rather than becoming a distraction, mobile and offline education Communities of Practice have been developed in Uganda and Kenya. The remarkable popularity amongst teachers of mobile-based activities will be demonstrated.

Participants will have the opportunity to experience the prototype of an app currently being developed by AKF for use globally. Informed by school-based consultations, the app will allow school leaders, teachers, parents and students across diverse contexts to collect and analyse in real time data on, for example, attendance, dropout, learning achievement, health and nutrition. Critical to understanding children's progression through school, little or no useable data is generally available on these areas in resource-poor contexts.

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HOW CAN SYSTEMS APPROACHES HELP US TO DEVELOP AND SUPPORT TEACHERS' CAREERS?

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Chair: Laura Savage

We all know that teachers matter. The trickier question is how we can better attract, train, support and motivate teachers throughout their careers in LMICs. It is clear from research across countries that simple bureaucratic measures, such as better qualifications, more training and higher pay will not be sufficient to make changes at scale for either teachers or the students that depend on them.

We need holistic approaches that tackle the barriers and amplify the opportunities that teachers face within the broader education systems they work in. But to develop these we first need to understand the systems that teachers operate within and engage with throughout their careers.

This symposium will invite a range of expert researchers and practitioners to project to the audience their image of teachers within an education system. This will draw on new bodies of evidence related to teacher incentives and accountability, data on teacher practice in the classroom, and innovative methodologies for networking teachers. Different perspectives of 'teacher systems' will be presented, including the classroom as a system within which the teacher is the pivotal actor, the institutional system of recruitment, deployment and training, and ecosystems of connected teachers.

After each presentation, panel members and the audience will have an opportunity to interrogate and propose extensions/amendments to each model. During this time a respondent will draw on these discussions to draw a diagram that captures these distinct approaches with the aim of presenting an overarching framework that will be presented to the session for a final plenary discussion.

"Pitchers"

Barbara Bruns RISE

A picture of teachers as pivotal actors within classroom systems, drawing on classroom observation methodologies. This will refer to a paper written for the RISE programme and incorporate the RISE approach to education systems.

Sharath Jeevan STiR partners with governments, teacher unions and NGOs to build teacher networks that can ignite and sustain the intrinsic motivation of teachers. They have moved beyond a simplistic "carrot and sticks" model of teacher motivation and instead focus on how to build up and support the mutually reinforcing system of intrinsic motivation.

An ELP systems researcher

Will draw on the findings from the systems diagnostic on the early learning workforce in Tanzania under the Early Learning Partnership's systems research programme.

Sally Gear DFID

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Sally Gear as Head of Profession for Education will present a view of the teacher system drawing on programming experience and research findings across DFID's portfolio.

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TEACHERS WELLBEING : ESSENTIALS FOR PURSUIT OF SUSTAINABLE DEVELOPMENT IN TEACHING AND LEARNING.

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Teachers in general and particularly in the Global South are facing increasing challenges in ever persistent and demanding teaching and learning environments. While understandably so much of the concern of Sustainable Development in education has focused on school level activities and teachers as instrumental actors to the enactment of global educational initiatives, the concerns of teachers have been neglected. In particular, teachers in rural areas are by default expected to deliver so much more with less. Exploring teachers' resourcefulness and their own sense of 'helplessness' this presentation will address concerns of teachers' empowerment; challenges of translating aspirations for learning into tangible outcomes; complexities of aspiration and career progression.

This presentation will draw on an ethnographic data, individual interviews, as well as focus group discussions with rural teachers. Utilising the Wellbeing Conceptual Framework (White 2008) the presentation will offer a unique analysis of the lived experiences of teachers and their pursuit to accommodate needs of all learners in challenging environments and the implication for their own wellbeing in their pursuit to teach rural children in rural schools. It will specifically address teachers own concerns and perceived ability/inability to maintain their own wellbeing and well-becoming in both a personal and professional sense; the compromises they make; and the implications for the national and global level commitments to learning and sustainable development.