

Addressing the Global Learning Crisis: What is the evidence telling us?

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Why investigate investments in teacher professional learning?

Office of Development Effectiveness (ODE), *Investing in Teachers (2015)*

Review of 27 teacher development investments from 17 country programs:

- What are the conditions of success for teacher development investments?
- To what extent have investments contributed to improved outcomes?

Finding:

“almost no data on outcomes that could be attributed to DFAT’s teacher investments”

Recommendation 3:

DFAT should work systematically to improve its monitoring and evaluation of the outcomes of investments in teacher development

What is the evidence telling us about teaching quality and learning outcomes?

- Teaching is complex – improvement in teaching practice is unlikely related to any single training program
- Student learning outcomes *on their own* are not a comprehensive body of evidence about teaching quality
- Learning outcomes data needs to be available (this leads to the surprise on the next slide)



What is surprising?

Two surprises

Data

- Lack of *ongoing and consistent* student learning outcomes data
- Difficulty in getting the data for secondary analysis if it exists

Program responsiveness (in one country)

- Mentoring model of teacher support
- Targeted student assessment in literacy and numeracy
- Program adjusted to meet needs of all schools, not just a selection of schools

What should
development
partners do
differently to address
the learning crisis?
What are key
messages from
education
champions?



- Long-term thinking and investment
- Sustainability means rethinking expectations around quick results/wins
- Partnership approaches



Improving Learning

Australian Council *for* Educational Research