



Australian Government

Department of Foreign Affairs and Trade

# Office of Development Effectiveness

## *Investing in teachers*

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# Introduction and overview

1. Evaluation purpose, focus and methodology
2. Theoretical framework
3. Major findings by type of teacher development
4. Overarching findings and lessons
5. Recommendations

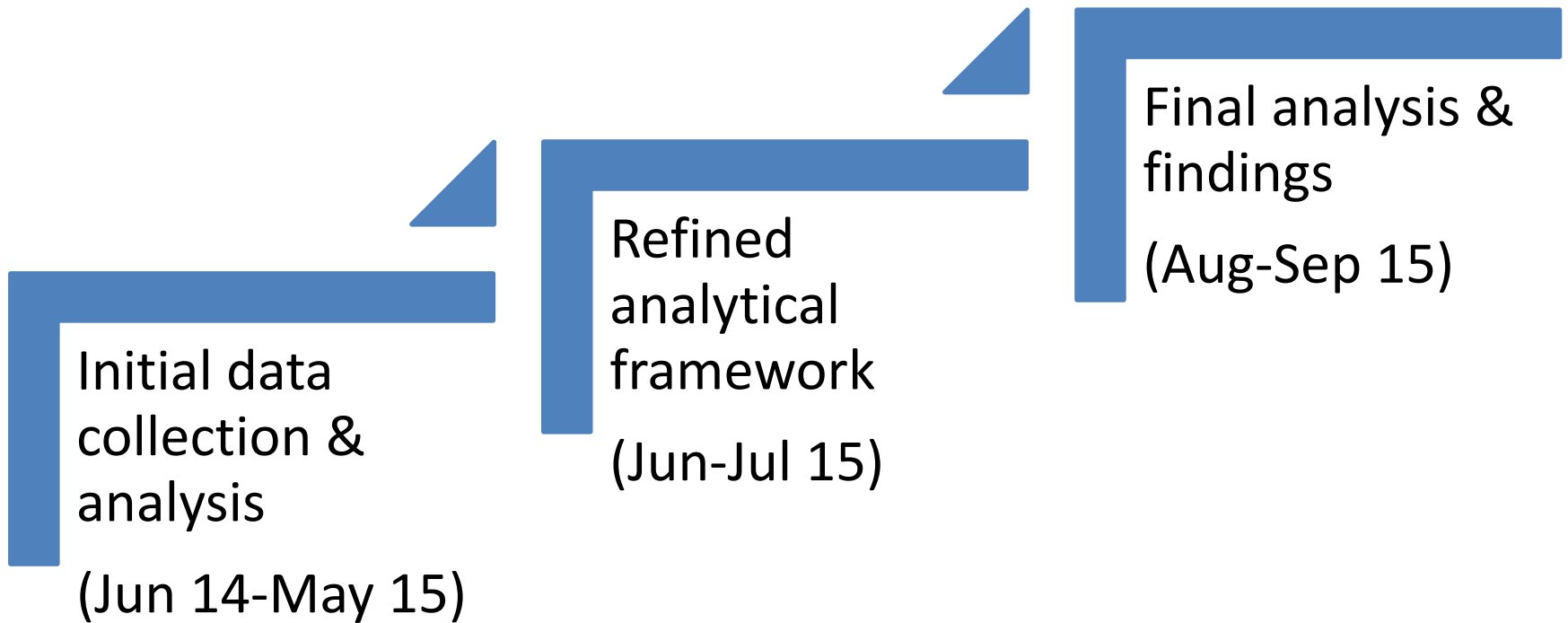


# 1a. Evaluation purpose, focus & scope

**Question 1 (2014-16):** What are the conditions for success of teacher professional development and how can lessons learned inform future programming?

**Question 2 (2016-19):** To what extent have Australian investments in the professional development of teachers contributed to improved outcomes?

# 1b. Methodology



# 1c. A methodological challenge



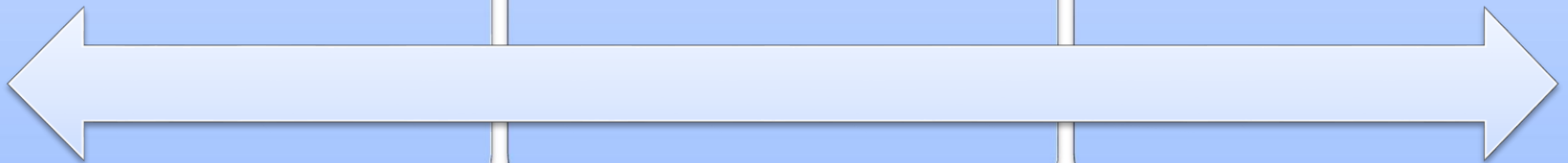
**MDG 2:** Achieve universal primary education



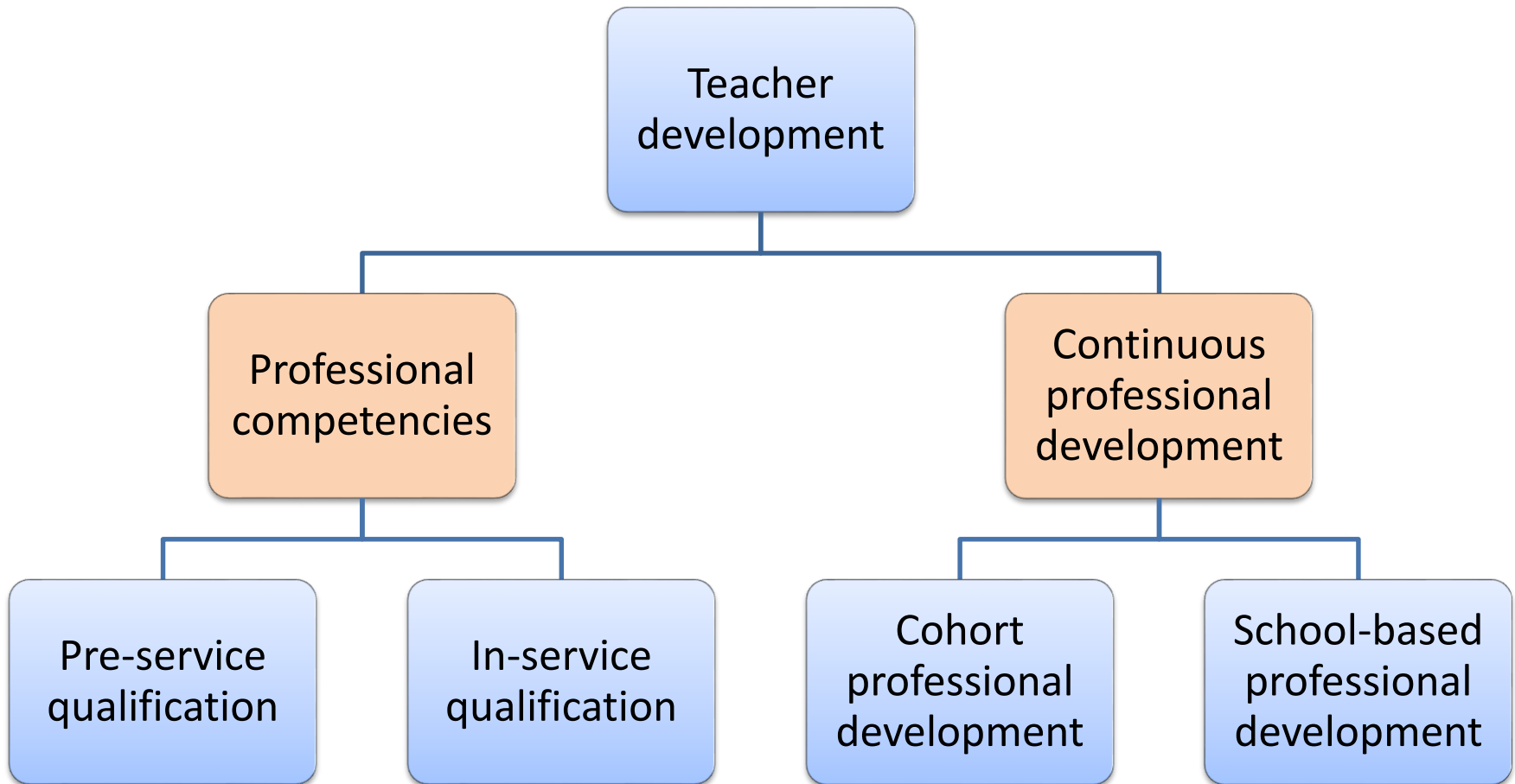
**EFA:** Quality basic education for all children, youth and adults



**SDG 4:** Inclusive and quality education and lifelong learning for all



## 2a. Analytical framework

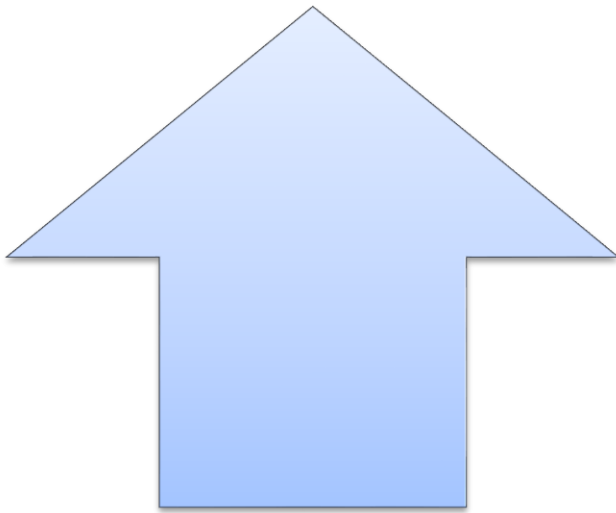


**Criteria for evaluation: (1) heeding contextual and policy conditions of success; (2) heeding evidence of effectiveness.**

## 2b. Alignment with SABER teacher domains

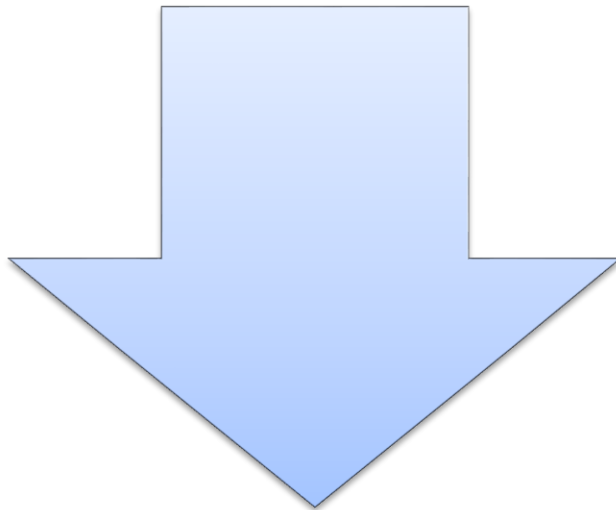
	Pre-service qualification	In-service qualification	Cohort PD	School-based PD
Recruitment	✓			
Qualifications	✓	✓		
Standards	✓	✓	✓	
Deployment	✓	✓	✓	
Data		✓	✓	✓
Performance incentives		✓	✓	✓
Professional development			✓	✓
Instructional leadership				✓

# 3a. Pre-service qualification



## Systemic:

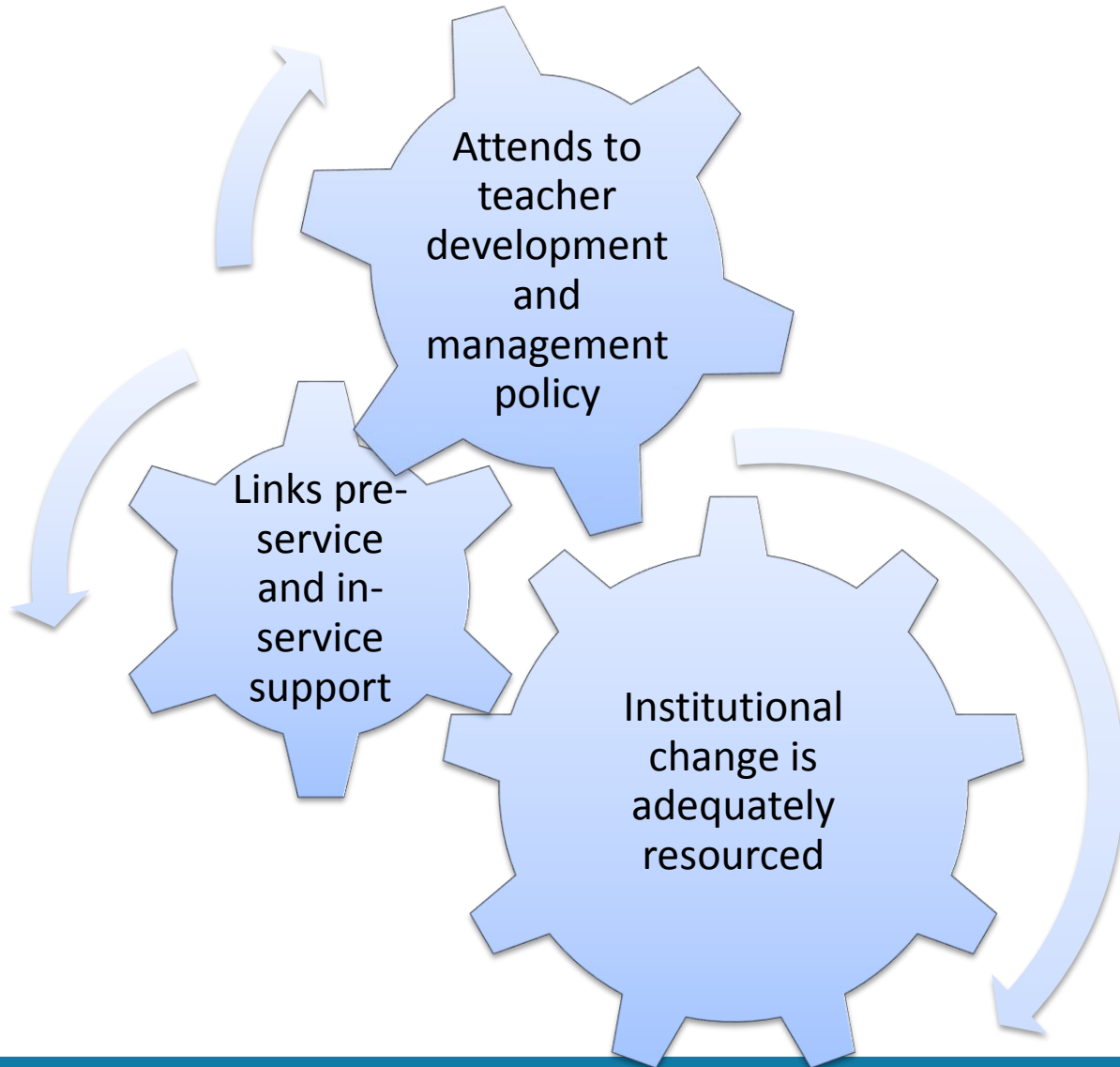
- Vanuatu Education Support (VESP)
- Basic Education Quality and Access in Laos (BEQUAL)



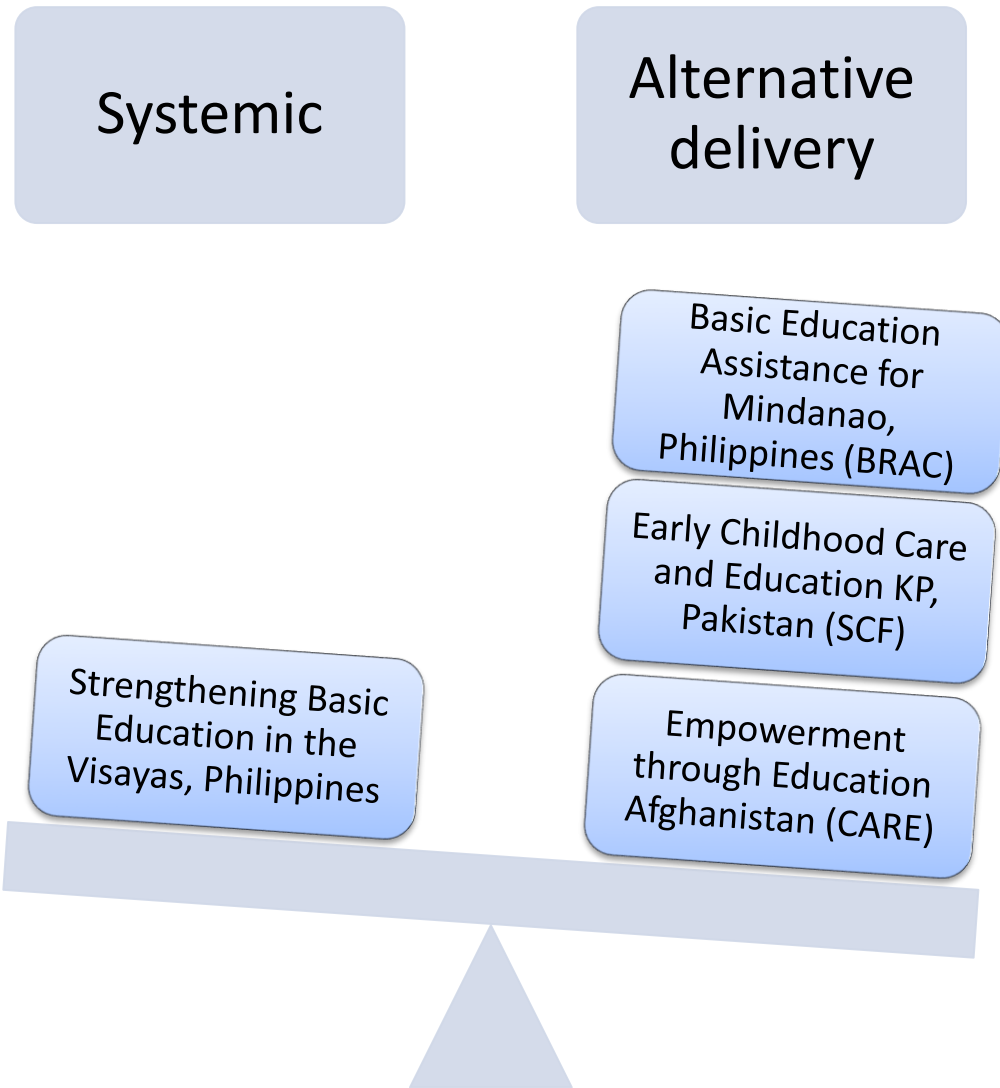
## Institution-based:

- Malaysia Australia Education Program for Afghanistan (MAEPA)
- *Instituto Catolico para Formacao de Professores* (ICFP), Timor Leste
- Papua New Guinea Education

## 3b. Features of effective pre-service provision



# 3c. Cohort professional development



## 3d. Features of effective cohort PD

1. Integrated into teacher development frameworks which:
  - ✓ identify capabilities through competency standards
  - ✓ create incentives for performance through appraisal.
2. Appropriately balance sustainability & quality.

**A dilemma:** *Is there a sustainable, scalable substitute for effective (but intensive/unsustainable) non-systemic models?*

## 3e. In-service qualification

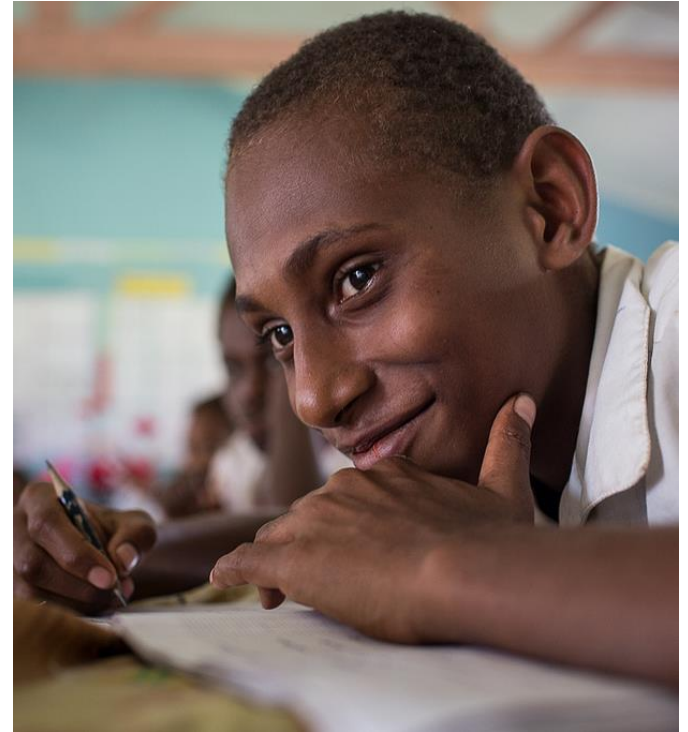
### Case studies:

- Education for All Fast Track Initiative in Laos
- Third Primary Education Development Program, Bangladesh



## 3f. Features of effective in-service qual.

1. Enough time to change teachers' knowledge, attitudes & skills.
2. Sustain momentum for difficult change, using evidence of quality & impact at policy level
3. Integrate capacity-building of providers & users at all levels.



# 3g. School-based professional development

## Case studies:

- Education Development Improvement Program (EDIP), Pakistan
- Papua Education Sector Development, Indonesia



## 3h. Challenges of school-based PD

- Situating teacher development within existing school improvement paradigms.
- Achieving sufficient quality and intensity of inputs, especially in remote areas.
- Success also depends on quality of school leadership.



## 4a. Overarching findings

- Australian programming understands and uses context well
- Teacher development is complex and needs its own focused design.
  - Should not be assimilated in general quality/access.
- DFAT needs to be clearer about different types of teacher intervention
  - they have different policy and systemic implications.
- Australian programming has not yet closed the distance between policy and classroom support for effective teaching.

## 4b. Design lessons



1. Realistic timeframes for transforming understanding
2. Relevant policy agendas, informed by evidence
  - *Evidence obtained using appropriate measures.*

## 5. Recommendations



1. DFAT should pursue systemic improvements to teacher management.
2. DFAT should match designs to the specific learning needs in context
3. DFAT should improve M&E of teacher development investments