

# **How to Support Teachers to Teach Better: Lessons from Latin America**

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# Presentation Outline

I. Introduction

II. Importance of getting to know our teachers  
and their practice

III. Main areas of teacher policy reform

IV. Summing up

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## **I. Introduction**

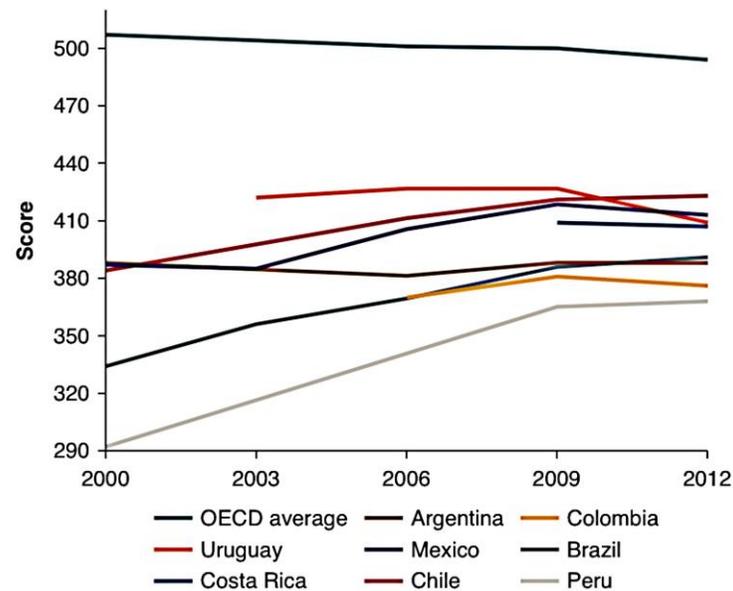
II. Importance of getting to know our teachers and their practice

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# LAC has made some progress in quality, but the challenges remain

FIGURE O.3: Comparative PISA math improvement, 2000–12



Source: OECD 2013.

There is consensus that family / socioeconomic conditions are the main predictor of educational achievement and cognitive development. Once in school, the teacher is the most important factor.

# Growing evidence on the teacher impact and its variance

- The best teachers can increase their students' learning by 1.5 or more degrees in a year. The worst teachers raise it 0.5 degrees or less. (Hanushek and Rivkin, 2005)
- The cumulative effects are enormous, especially given the evidence that lower quality teachers are grouped in low-income schools.
- High variability in teacher effectiveness in all countries and contexts.
- Teacher effectiveness is not correlated with formal qualifications - experience

# Given its heterogeneity, Latin America is a great region to learn from

- Countries have strong differences among them, and there are important differences within them.
- Differences go beyond economic conditions, including demographic characteristics, languages spoken, cultural patterns.
- For example, in Mexico, scores on international tests in several states in the northern part of the country are OECD average, while scores are very low in the southern, indigenous part of the country.
- Within this heterogeneity, several policy actions have been taken to boost education outcomes.

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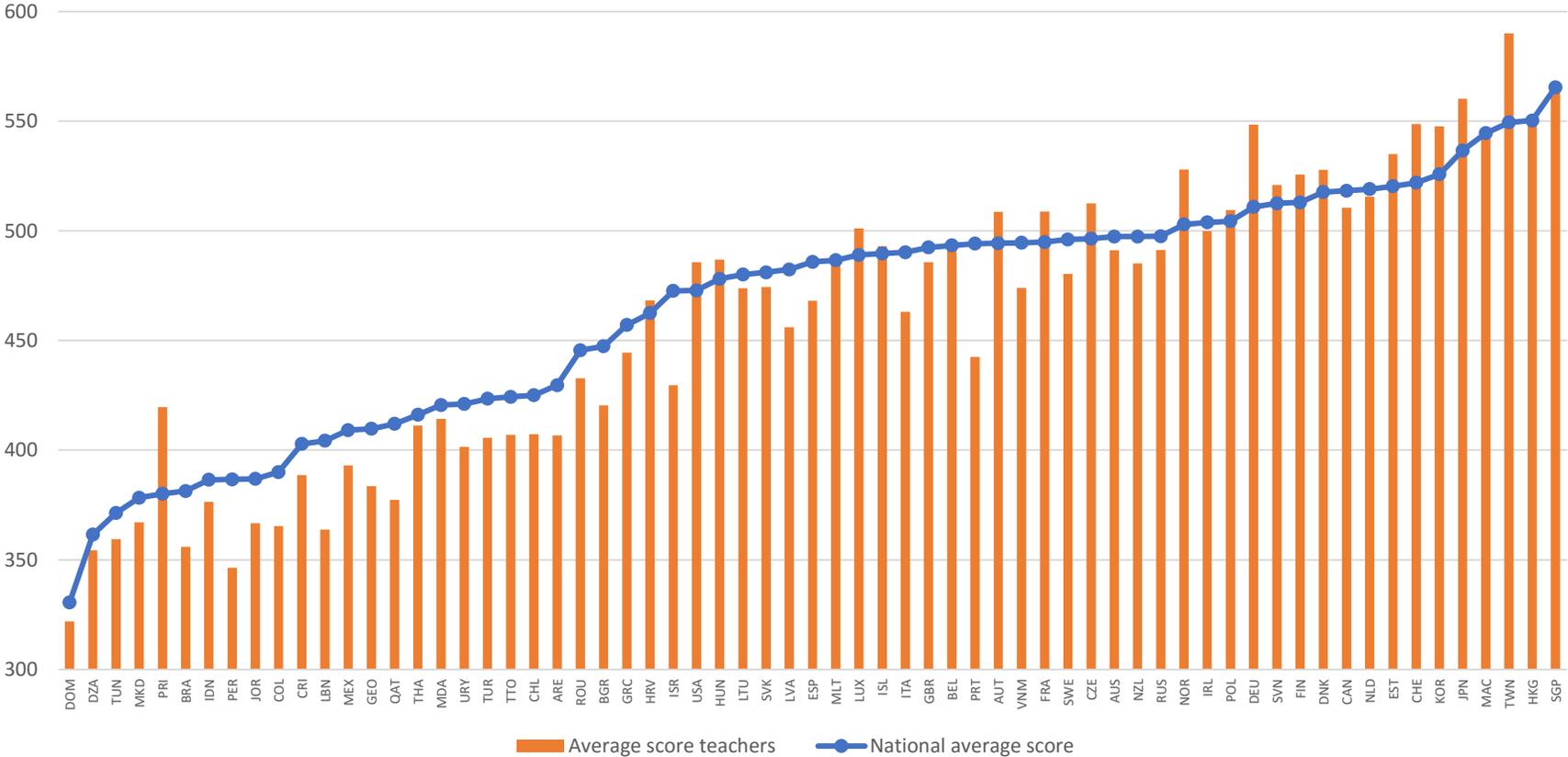
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# Getting to know our teachers

- There are 7 million teachers in Latin America, 4 % of total labor force and 20% of skilled labor.
- Teacher salaries are 4 % of regional GDP.
- For many of them, particularly the younger, teaching was not their first choice among possible occupations.
- There are far more that study education than are needed.
- Salaries of those that study education is below those with similar education.

# Young population interested in teaching perform below the country average

Comparative PISA 2015 math performance of prospective teachers and national mean score



# Getting to know our teachers' practice

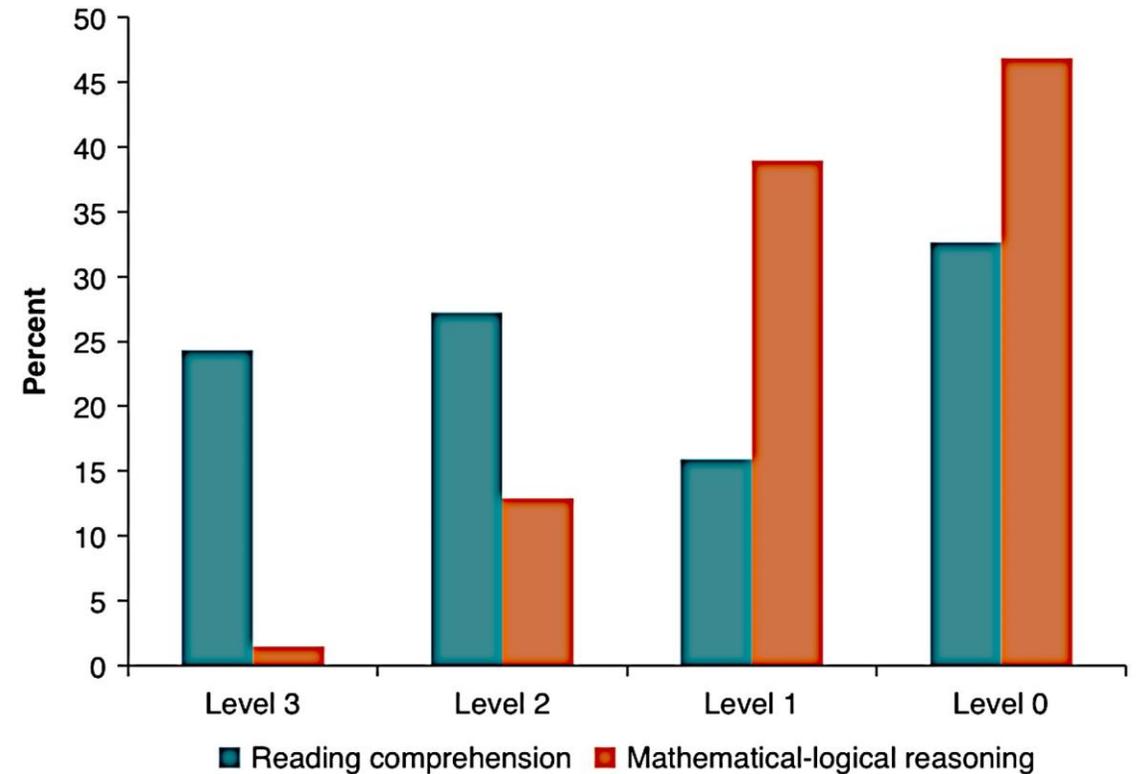
Content  
knowledge

In classroom  
practice

# Assessing Teacher Content Knowledge in LAC

Existing evidence consistently shows that teachers have important content knowledge gaps.

FIGURE 1.14: Teacher performance on sixth-grade reading and math in Peru



Source: Peru, Ministry of Education.

# Assessing In Classroom Practice:

**Method selected: Stallings**

**Observation Snapshot**

Measures 4 key elements of the dynamics in classroom:

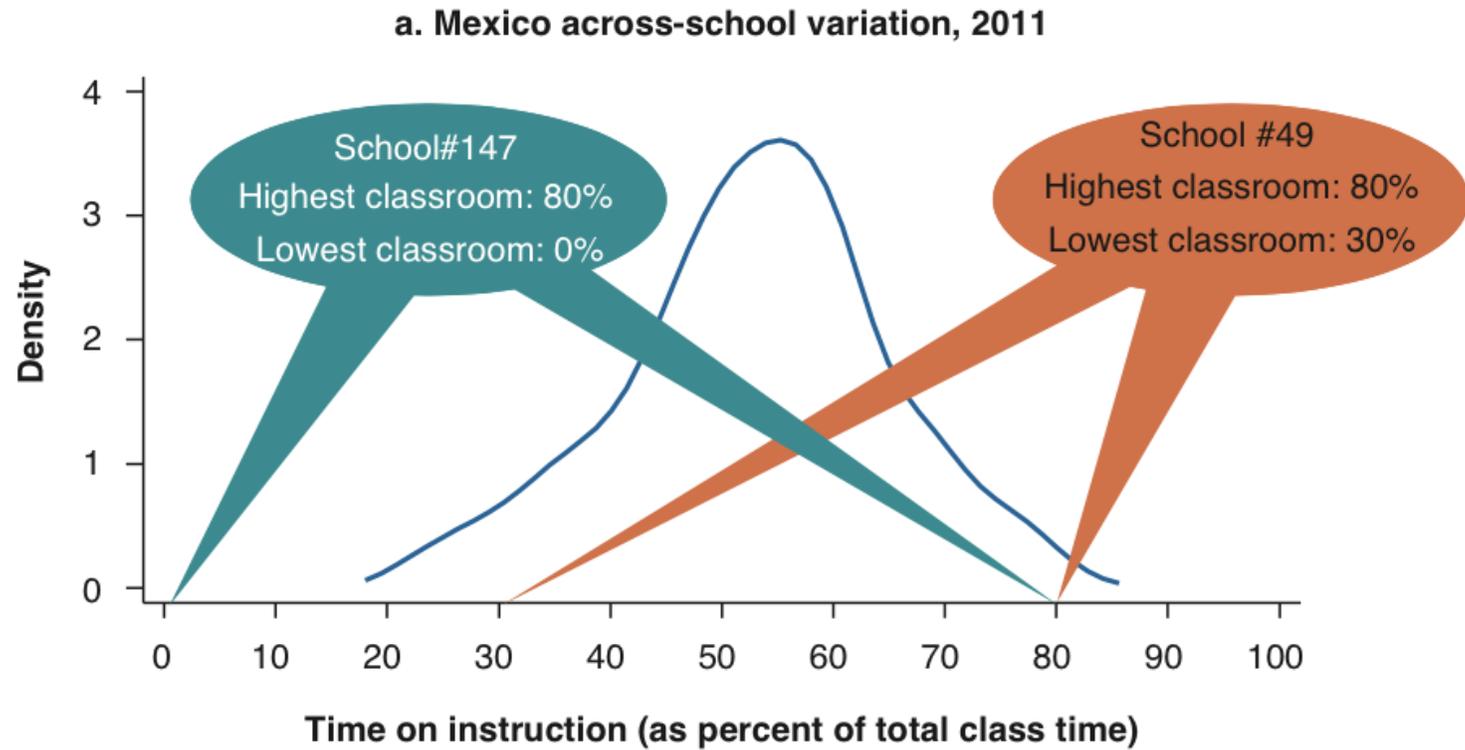
- 1.The use of instructional time by teachers
- 2.Use of materials, including ICT.
- 3.Central pedagogical practices.
- 4.Ability to keep students involved.

We applied the Stallings Observation Snapshot in 15K classrooms, in 3K schools in 7 countries.

## Findings

- 1.Teachers are not effective.
- 2.They employ traditional teaching methods.
- 3.They fail having all classroom engaged.
- 4.There is huge variation across schools

# Example of variation across schools and within schools



# Do the time measures matter?

## Impact of Time on instruction on student learning Mexico DF

	Math		Spanish	
	1	2	1	2
Without controls				
Coefficient	0.162 **	0.131 **	0.157 **	0.142 **
With controls				
Coefficient	0.127 *	0.081	0.138 *	0.114 *
School fixed effects	No	Yes	No	Yes

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**POLICIES FOR  
EXCELLENT TEACHERS**

**DEFINITION OF GOOD A  
TEACHER**

**RECRUITING**

**GOVERNANCE AND LEGAL  
FRAMEWORK**



**GROOMING**



**MOTIVATING**

**POLICIES FOR ANTI-CORRUPTION**

## DEFINITION OF A GOOD TEACHER

### **Diagnostic**

Lack of clarity on what the education system expects from teachers.

The definition of good teacher is unclear.

### **Interventions**

Several education systems are updating their good teaching frameworks (CH, PE).

## GOVERNANCE AND LEGAL FRAMEWORK

### Diagnostic

Many education systems do not have information on the number of teachers nor on their students

Legal framework do not favor the governance of the education system.

Lack of mechanisms to reach teachers

### Interventions

Countries upgrading their information system with a clear purpose of managing their teacher force (HN).

Education systems are becoming more proactive using available laws or improving them to promote better education (EC,HN,MX).

Use of apps/online platforms for a new culture of communication (HN).

## **Diagnostic**

Corruption is present in the process of hiring teachers, teacher relocation, promoting teachers and the like.

## **Interventions**

Civil society is taking a larger role in promoting anti-corruption policies in the education sector (HN,MX).

## RECRUITING

### Diagnostic

Teaching is not a popular occupation at 15 years old.

Those that study education are far more than needed.

Programs at education schools are not tailored for the needs.

Salaries of teachers are below those with similar education.

### Interventions

Scholarships (CH,CO,PE).

Media campaign (EC).

Increased selection into teaching (CH,SL and PE/discontinued).

New generation of teacher pre-service training (EC).

Raise in teacher salaries relative to other occupations (CH,PE,DR).

## GROOMING

### Diagnostic

Teachers do not receive support in their initial entrance into the classroom.

Salaries of teachers are below those with similar education.

Relevant evaluation is absent in most countries.

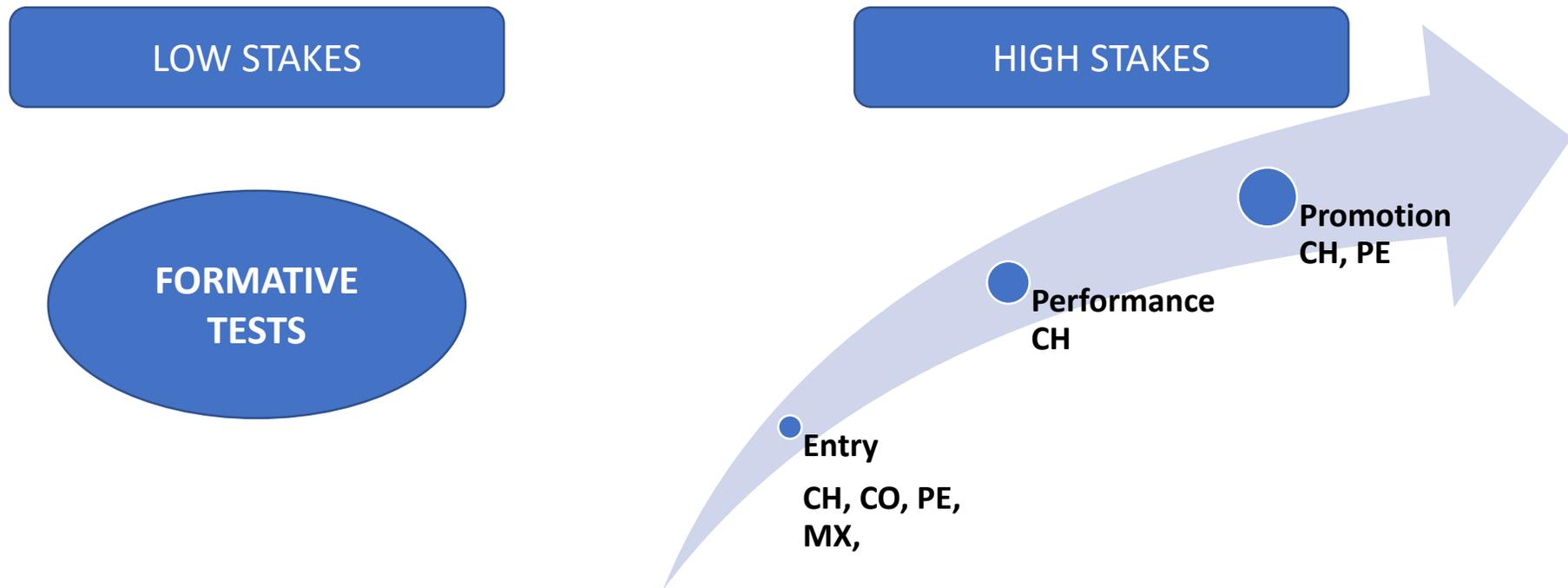
### Interventions

Mentoring programs (Caribbean).

Raise in teacher salaries relative to other occupations (CH, PE, DR).

Evaluation as a grooming tool (BR, CH, PE, MX, HN).

# Several countries in Latin America have reshaped their testing systems



## MOTIVATING

### Diagnostic

Weak career incentives compared to Europe and East Asia.

Responsibility and accountability incentives weak compared with the US, the UK and East Asia.

Weak financial incentives compared with East Asia.

### Interventions

Substantial time for collective work within and between disciplines (BR).  
Re-value the teaching career (PE) .

suhyunk

School level accountability (BR, HN, PE).

Bonus to schools based on performance.  
bonus based on the school (CH, PE).

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# Lessons from LAC:

- Information on student learning and on teachers, including their content knowledge and classroom practice, was key to raise public awareness and push for education sector reform.
- Several actions have been taken to break the vicious circle of ineffective policies to recruit, groom and motivate teachers.
- Many of the new policies have shown positive results at the micro level. Aggregate indicators have improved for several countries in the past decade. Nonetheless, further actions are needed.



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**Thanks!!!**