

**“Education Innovations for 21st Century Skills”**  
**Bishkek, Kyrgyzstan**  
**June 22-23, 2015**

**Live Blog**

Session: EFFECTIVE TEACHERS

**Main takeaway points**

Measuring Teaching Skills:

1. There are different methods to measure various aspects of teacher performance and skills, to help identify their strengths and weaknesses and inform reform interventions:
  - Whether teachers are present and teaching can be measured through absenteeism surveys or ‘service delivery indicators’ surveys;
  - Whether teachers know enough can be measured through testing teachers’ content and pedagogical knowledge through administrative processes (e.g. recruitment) or service delivery surveys;
  - How teachers teach can be measured through systematic classroom observations by trained (peer) observers or video;
  - How well teachers promote learning can be measured through mapping student performance to teachers or to calculating ‘teacher value added’
2. There is no “one size fits all” solution for promoting effective teaching. It requires significant efforts from all educational stakeholders, and a systemic approach to thinking about educational improvement. Examples of actions to promote effective teaching include: (1) invest in school leadership; (2) clearly define the meaning of ‘effective teaching’; (3) attract, develop, and maintain the most effective teachers and staff; (4) ensure coherence of teacher education with 21st century goals; (5) make all teachers and staff in a school accountable and responsible for students and for achieving the school’s mission; (6) empower teachers to carry out their well-defined objectives with sufficient autonomy; (7) transparent remuneration and promotion criteria; (8) provide opportunities for teacher-collaboration; (9) appropriate teacher workload (reduced administrative duties);
3. It’s important to create learning community of practice among teachers in order to establish unity and the feeling of community, as well as to stimulate teachers to cooperate with each other
4. The World Bank has experience with effectively assisting countries in organizing (and financing) well-targeted study tours that provide participants the opportunity to meet with a wide range of stakeholders in host countries to share experiences and gain practical knowledge on designing and implementing reforms, as well as to establish informal peer review network.

5. The World Bank develops and promotes different instruments, such as SABER, as well as impact assessments, which serve as a tool to evaluate and support teachers development policy in different countries.

#### **Questions for further discussion**

1. How the teachers should be prepared and how their teaching strategies should be changed in order to response to the skills demand of XXI?
2. How to evaluate quality of interaction between teachers and students?
3. How to determine the appropriate 'balance' between focusing on pre-service vs in-service teacher training?
4. Of the various existing methods to measure teachers' skills and performance, which one(s) would most serve each countries' objectives and would be feasible to implement within each countries' context?
5. Of the many aspects that determine teacher skills and performance (e.g. knowledge, human resource processes, clearly defined objectives, accountability and autonomy, workload, school leadership, etc.) which would need to be prioritized in each country?

#### **Other thoughts**

The development and application of teacher performance measurement tools should always take into consideration the local context

We teach students not only to pass the exams and we have to remember that the student's/graduate's success depends on many other factors and the teaching methods should take this into account

