Quality of Education

Education Policy Formulation and Monitoring Workshop
UNESCO Bangkok, 27 May 2013
Model of Good Quality Education
(Tikly, 2010)
One of many ways of thinking about 'Quality of Education',

Other models include:
- Input-Process-Output Model
- Child Friendly School Model
- 'Fabric' Model

Features of this model:
- Intersection of policies, home/community & school
- Perceptions of stakeholders
Curriculum
the WHAT and the HOW in education

The formal (or intended) curriculum:
As defined in guidelines, frameworks and guides that specify what students are expected to learn and should be able to do. (IBE)

The implemented curriculum:
What is actually taught in the classroom, including how it is delivered. (IBE)

Curriculum development:
Systematic process of building curriculum (IBE)
Curricular Aims
Outline of what the country wants its young people to learn/to do.

A relevant curriculum is a necessary pre-requisite of quality education.

Curriculum Framework

Curriculum Review
- Regular process
- Includes reviewing, designing, implementing and evaluating the curriculum
- Ensures that the national curriculum remains relevant in light of changes such as local developments and global trends.
- An active participatory model involving all stakeholders should be adopted.

Australia
The Australian Curriculum aims to develop students who are confident and creative thinkers, who value learning and are active contributors in a global society.

Cambodia
The Cambodian Curriculum is designed to develop students with a strong moral and ethical foundation, who are able to adapt to a rapidly changing world.

Brunei
The Brunei Curriculum focuses on developing students who are knowledgeable, critical thinkers, who are able to contribute to the development of the nation.

Japan
The Japanese Curriculum emphasizes the importance of discipline, respect, and hard work, and prepares students for success in a competitive global society.

Philippines
The Philippine Curriculum is designed to develop students who are responsible, self-directed learners, who are able to adapt to a dynamic and changing world.

How?
Curricular Aims

Outline of what the country wants its young people to learn/to do.

**Australia**
The Australian Curriculum will equip all young Australians with the essential skills, knowledge and capabilities to thrive and compete in a globalised world and information rich workplaces of the current century.

**Cambodia**
The aim of the school curriculum is to develop fully the talents and capacities of all students in order that they become able people, with parallel and balanced intellectual, spiritual, mental and physical growth and development.

**New Zealand**
The New Zealand Curriculum aims to contribute to all students having a strong foundation for learning, high levels of achievement, and a lifelong engagement in learning.

**Japan**
In Japan, the standard nationwide curriculum known as the ‘Course of Study’, aims to strengthen the teaching of basic and fundamental contents and to develop education considering individual students needs and abilities.

**Brunei**
The new education plan, SPN 21, structure takes into consideration key aspects of quality education for nation building and human capital development. It aims to achieve quality education through the provision of a balanced curriculum which is benchmarked against creditable quality assurance or assessment systems of international standards.

**Philippines**
The secondary education curriculum aims to raise the quality of Filipino students and empower them for lifelong learning by attaining functional literacy.
Curriculum Framework

Structure of the Australian Curriculum
Curriculum Review

• **Regular** process
• Includes **reviewing, designing, implementing and evaluating** the curriculum
• Ensures that the national curriculum remains **relevant** in light of changes such as local developments and global trends.
• An active **participatory** model involving all stakeholders should be adopted.
What is actually taught in the classroom, including how it is delivered. (IBE)

Curriculum development:
Systematic process of building curriculum (IBE)

Allowing for flexibility and customization

Control
- Centrally controlled curriculum: Capable of promoting excellence & identifying talent
- Flexible curriculum:
  - Able to accommodate all students
  - Promote sensible local adaptations
  - Empower teachers and principals to become knowledge workers

Structure of Curriculum
- A detailed national curriculum (e.g. Republic of Korea & Laos PDR)
- A broad framework with several learning areas (e.g. Australia & India)

Curriculum Content
- Primary
  - Philippines:
  - Republic of Korea:
- Secondary
  - Streams
  - Electives
  - Credit System

Of the countries that have detailed national curriculum frameworks, a few of them include a component for local content (e.g. China & The Philippines)
Control

Centrally controlled curriculum:
Capable of promoting excellence & identifying talent

Flexible Curriculum:
- Able to accommodate all students
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Structure of Curriculum

A detailed national curriculum (E.g. Republic of Korea & Lao PDR)

A broad framework with general learning areas (E.g. Australia & India)

Of the countries that have detailed national curriculum framework, a few of them include a component for 'local content'. (E.g. China & The Philippines)
Curriculum Content

- Primary
- Philippines
- Republic of Korea

- Secondary
- Streams
- Electives
- Credit System
Teachers
An evolving role...

Transmitter of Knowledge
Guide & Facilitator of Knowledge

Controller of Learning
Creator of Learning Environment

Always Expert
Collaborator & Co-learner

Learning to use ICT
Using ICT to Enhance Learning

Didactive/Expository
Interactive/Experiential/Exploratory

Recruitment
What other 'pre-requisites'?

- Selection among 'best' students?
- Communication & leadership skills?
- Passion for teaching?
- Potential role model?

Figure 6: Total Number of Years of Schooling Required for Entry to Teacher Training

Source: Compiled by UNESCO Bangkok from different sources
Pre-service Training

Quality of pre-service training?

Support for beginning teachers?

Figure 11: Years of pre-service teaching training required in selected countries by level of education taught, 2005–2010

Note: * China’s pre-service training requirement for primary is three to four years, while Lao PDR for upper secondary is four to five years. The minimum requirements for each country are used in the figure.


Taken from: UNESCO, 2013, Asia-Pacific End of Decade Notes on Education for All: Quality Education.
Teacher Competence = Teacher effectiveness?

Percentage of trained teachers by level of education

[Bar chart showing the percentage of trained teachers by level of education for different countries]
Teacher effectiveness

- Subject mastery?
- Use of suitable pedagogies?
- Use of instructional time?
- Learning outcomes in students?
- Creative and innovative spirit?
- Motivation of teachers?
Teacher Motivation

Professional Development?  Professional Autonomy?

Table 13: Teacher Rewards and Incentives in Southeast Asia

<table>
<thead>
<tr>
<th>Rewards/Incentives</th>
<th>Salary Increase</th>
<th>Certificate of Recognition</th>
<th>Scholarships/Training</th>
<th>Promotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brunei</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Cambodia</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Indonesia</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Lao PDR</td>
<td>Yes</td>
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<td>No</td>
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<td>Philippines</td>
<td>Yes</td>
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<td>Thailand</td>
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<td>Yes</td>
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<tr>
<td>Viet Nam</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Source: Adapted from SEAMEO-Innotech (2010)

Enough to motivate and retain teachers?
## Teaching Hours

<table>
<thead>
<tr>
<th></th>
<th>Average weekly teaching hours (a)</th>
<th>Class size (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shanghai</strong></td>
<td>10-12*</td>
<td>40*</td>
</tr>
<tr>
<td><strong>Korea</strong></td>
<td>15</td>
<td>35</td>
</tr>
<tr>
<td><strong>Hong Kong</strong></td>
<td>17†</td>
<td>36†</td>
</tr>
<tr>
<td><strong>Singapore</strong></td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td><strong>USA</strong></td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td><strong>England</strong></td>
<td>19</td>
<td>21†</td>
</tr>
<tr>
<td><strong>EU21</strong></td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td><strong>OECD Average</strong></td>
<td>18†</td>
<td>24</td>
</tr>
</tbody>
</table>

**Notes:**
(a) Public schools only. ‘Teaching hours’ are hours that a teacher teaches a group or class of students.
(b) Public schools only, lower secondary education

**Source:** (OECD, 2011a) Education at a Glance: Table D4.1, Table D2.1. *Grattan Institute interview with Shanghai Municipal Education Commission, 2011; † Hong Kong Education Bureau (secondary); ‡ Department for Education (England), Statistical First Release (2011).
Large class size

Few teaching hours

- Classroom observation
- Team teaching
- School-based research
- Active collaboration
- Etc.

Reduced teaching time could allow teachers to focus on activities which have a proven impact on learning.

Small class size

More teaching hours
Address predictable obstacles:
- Teacher absenteeism
- Management of classroom time
- Student absenteeism
- Administrative workload of teachers

Prepare for unpredictable circumstances:
- Conflicts
- Disasters
- Inclement weather conditions
From Teachers to Teaching ...
Pedagogy

The method and process of imparting knowledge/skill.

Map of Pedagogical Knowledge

Traditional instructional strategies

- Learning by rote
- Memorization
- 'Teaching to the test'

Value?

With

The Arts (e.g.)
Alternative instructional strategies

Traditional instructional strategies
- Learning by rote
- Memorization
- 'Teaching to the test'

Value?

- Learning by inquiry
- Learning by interacting
- Learning by doing
- Learning in and of the real world
- Learning by reflecting

With appropriate inclusion of
- The Arts (e.g. singing, dancing and drawing)
- Games
- Hands-on activities
- Projects
- Collaborative learning
- Differentiated instruction
- ICT
- And more....
Linking Curriculum, Pedagogy & Assessment

Examples of Framework:

Understanding by Design (UbD)
Understanding by Design® (UbD) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

Teaching for Understanding (TfU)
A guide to help keep the focus of educational practice on developing student understanding.

Components:
- Generative Topics
- Understanding Goals
- Performances of Understanding
- Ongoing Assessment
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Quality of Teaching - Pedagogy

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Holistic understanding required to support implementation.
Concluding Thoughts

'Quality education for all'? 

Importance of 'quality' in education?

Quality teachers = Quality teaching?
Concluding Thoughts

- Quality education for all?
- Importance of 'quality' in education?
- Quality teachers = Quality teaching?

Alignment and coordination with other aspects of education

The 'success' of curriculum and teaching is seen in the students acquiring learning outcomes. Implementation is key!

Measuring 'quality'

- Assessing quality of education
- Use of measurable proxy indicators?
- Availability, reliability and comparability of data?
- How to measure relevance: From whose point of view?

Role of assessment?
Measuring 'quality'

Assessing quality of education
- Use of measurable proxy indicators?
- Availability, reliability and comparability of data?
- How to measure relevance? From whose point of view?

Quality cannot be reduced to several general quantifiable figures and values, neither to a set of processes of "quality control"

Quality must be continuously observed, analyzed and adjusted in an interactive manner by all stakeholders.

Role of assessment?