LEARNER-CENTRED TEACHING METHODOLOGIES

Outcome indicator

Indicator Phrasing

English: number or % of (trained) teachers/trainers in target schools using learner-centred and inclusive teaching methods

French: nombre ou % d'enseignants (formés) dans les écoles cibles qui utilisent des méthodes d'enseignement centrées sur l'apprenant et inclusives

Portuguese: número o % de professores/formadores nas escolas-alvo que usam métodos centrados na aprendizagem e inclusivos

Czech: počet nebo % vyškolených učitelů v podpořených školách, kteří používají participativní a inkluzivní metody výuky

What is its purpose?

Children and adults learn best when they are actively engaged in their learning (i.e. speak, write, think, read, draw), when they are interested in the topic and when they can relate the new content to something that they know. This indicator assesses to what extent the teachers in supported schools apply learner-centred methods of teaching and actively involve all students.

How to Collect and Analyse the Required Data

1) Collect the data through classroom observation by using a checklist prepared in advance and monitoring the most relevant teachers' practices, such as:

 > the teacher **treats each student equally** during the class (front/ back, strong/ weak, old/ young, lefties/ righties, girls/ boys)

 > the teacher gives all students the **opportunity to participate** in learning (All students can speak, ask questions, and get involved in activities of their choice.)

 > the teacher uses **more than one teaching method** (lecture, teacher model, group work, independent work, etc.)

 > the teacher uses a **range of active learning strategies** (games, songs, drawings, debates, role play, etc.)

 > the teacher uses **different groups for activities** (the whole class, subgroups, pairs, and individuals; at least 2 per lesson)

 > the lesson supports **different learning styles and abilities** (visual, auditory, kinaesthetic, and tactile, students that finish at different speeds)

 > the teacher uses **different techniques for asking questions** (asking the whole class, calling on

individual students by name, asking the questions in group work, open and closed questions)

> **students ask questions**

2) **Determine in the checklist the minimum number (or types) of teaching methods** the teacher needs to perform in order to be recorded as "using learner-centred and inclusive teaching methods".

3) The observer shall record the extent to which each teacher's behaviour has been observed, e.g. using a scale: observed - partly observed - not observed. Therefore, **each item of the checklist has to be filled in**, leaving no blank fields in the checklist. In addition, specific examples of each behaviour should be noted in a separate column of the checklist.

4) To **calculate the indicator's value,** divide the number of teachers using learner-centred and inclusive teaching methods by the total number of observed teachers. Multiply the result by 100 to convert it to a percentage.

Important Comments

1) This indicator is prone to significant biases as it is based on the judgement of individual class observers. **Use the following tips to ensure the consistency and validity of the results**:

> Always **validate the tools** and criteria in a new context: Test the checklist in several schools and adjust it before roll out in the new area.

> **Describe standardized criteria** for determining observed/ not-observed teacher practices and share it with the observers.

> Ensure consistency between observers through intensive observer training and frequent supervision. Use **collective real-life class observation and/or class observation role play** as an integral part of the observer training.

> If possible, **rotate the observers across the monitored areas/ schools/ teachers** so that any observer bias is distributed between various respondents and doesn't influence the results of only one area/ school/ teacher.

> Have a **standardized class observation procedure**, incl. selection of sample schools and classes for observation, pre-observation interview, in-class observation, post-observation session (feedback provision and individual follow up) and use of the observation data (observation database).