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Evaluating large-scale teacher professional development programmes: English in Action (Bangladesh) & TESS-India

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Evaluating large-scale teacher professional development programmes

English in Action (Bangladesh) & TESS-India



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Presented at the 9th International & 45th Annual
ELT@I conference on English
'From Classes to Masses'

21st-23rd August 2014

Jaipur, India



Supporting English language
teaching & learning in schools

2008 => 2017

Implementer:



2017

76,500 teachers

8.6 million students



Supporting teacher education
through OERs & school-based
support

2012 => 2016 (Phase 1)



With GoI/ MHRD

2016

484,000 teachers &
teacher educators

Both programmes...

- Teacher development – improve the **quality** of teaching in schools
- Government schools; large-scale - masses
- Technology-enabled learning & teaching

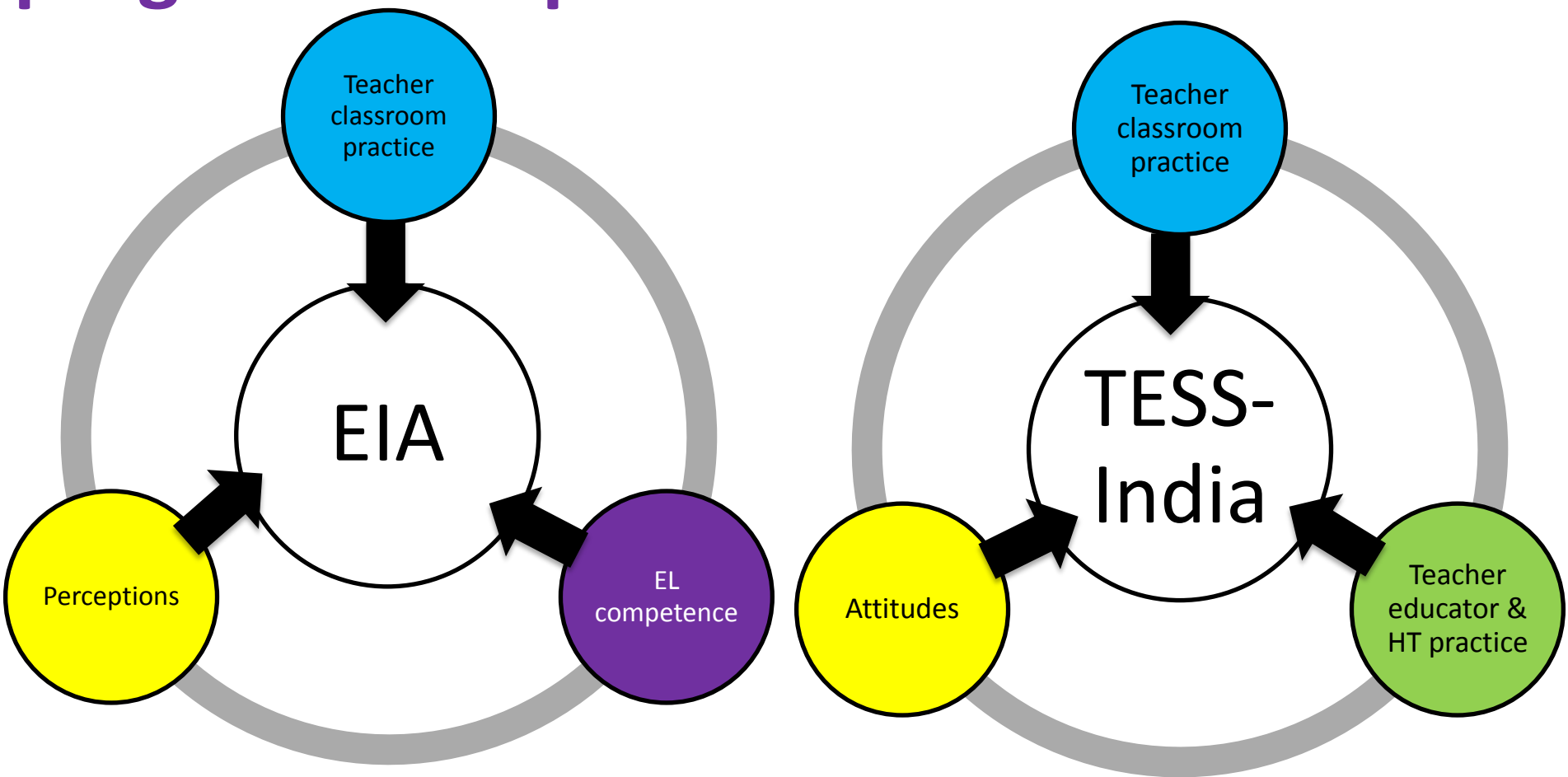


EIA ⇒
English

TESS-India ⇒
8 subjects
(inc. English)

Do the programmes work?

What is the context in which the programmes operate?





EVALUATION:

1) Impact i.e. change

.... gauge project progress against targets

2) snapshot assessments i.e. understand current situation

.... patterns

- Quantitative & qualitative studies: *extent & nature*
- **Quant – large-scale** (masses); qual – small-scale

Practice

Impact; before/after;
quantitative

TEACHERS (EIA & TESS-India)

- Structured lesson observations
 - what TEACHER does + language of instruction
(EIA 2009, 2011a, 2012a, 2014a; TESS-India 2014)

HTs/TEACHER EDUCATORS (TESS-India)

- Structured interviews
 - HTs: practice in school; TEs: practice in training institute



(TESS-India 2014)

Example....

Teacher practice – language of instruction

- Teachers spent very little time speaking in English

(EIA 2009)

- Teacher talk time in English:

Secondary classes **87%**

Primary classes **76%**

(EIA 2014a)

Perceptions

- Snapshot assessment; quantitative
- Attitude questionnaires – self-reporting; survey interview
- **EIA: TEACHER & STUDENT** attitudes to English & teaching practices.

(EIA 2011b, EIA 2014b)

- **TESS-India: TE, HT & TEACHER** attitudes to student-centred pedagogy & use of OERs.

(TESS-India 2014)



Example...



Attitudes towards student-centred pedagogy...

- **95%** of **teachers** felt a silent & disciplined classroom is required for effective learning
- **94%** of **HTs** felt dictation of information is the most effective teaching strategy
- **79%** of **TEs** felt covering the syllabus is the most important part of a teachers' role

(TESS-India 2014)

English language competence



- Impact; before/after
- Quantitative
- Conversational assessment

Example...

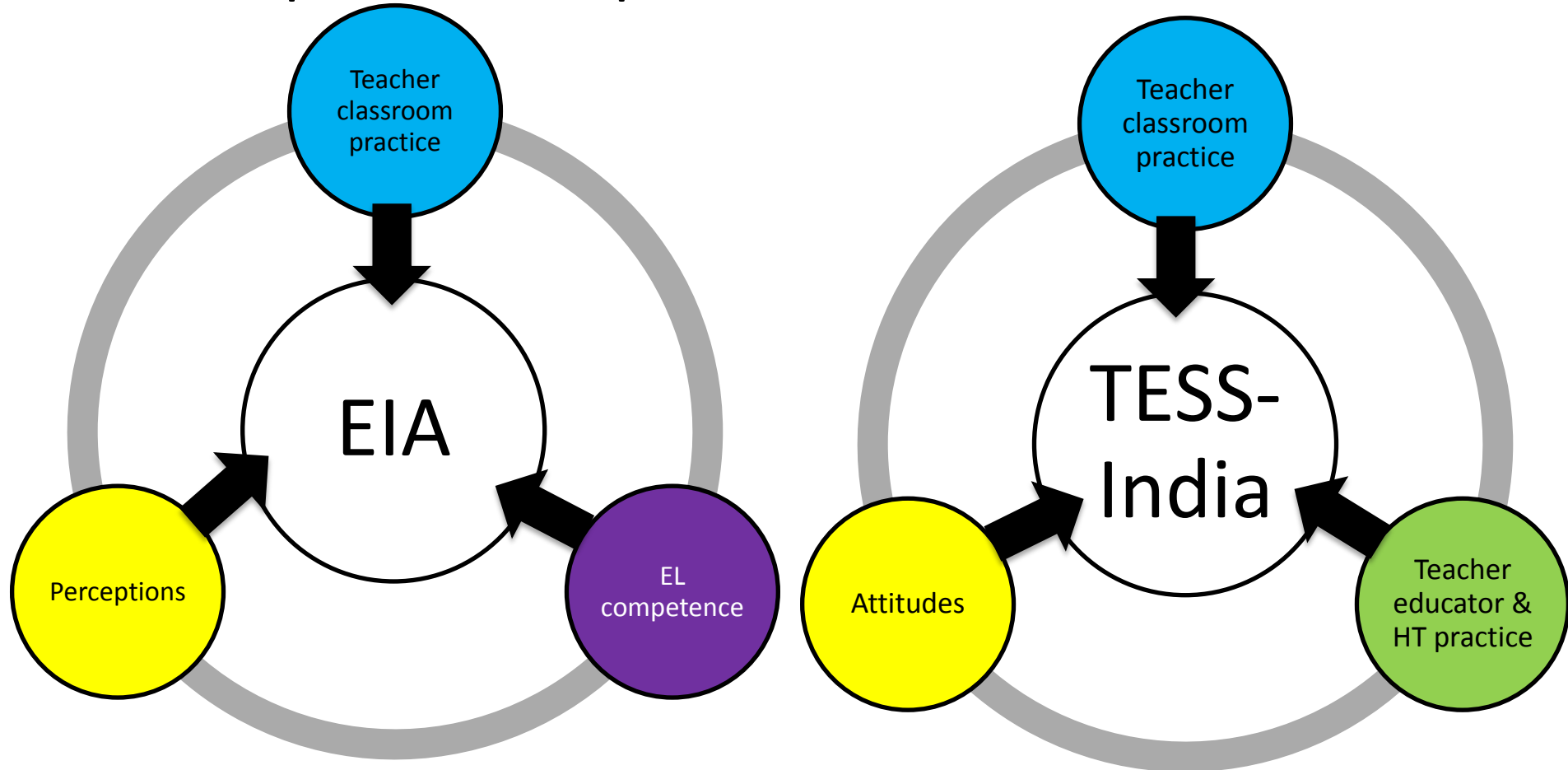
- Improvements shown...

...Primary students: 35% passed an EL ability test before; 70% passed after (↑35%)

(EIA 2012b, 2014c)

Summary

- Assess teacher development from different angles
=> comprehensive picture



Building research capacity in Bangladesh



Institute of Education & Research
MPhil students, University of Dhaka

Building research capacity

India



TESSIndia

Empowering teachers
for educational reform

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and get involved:

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www.tessindia.org/TESSIndia

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UK BID

जिला शिक्षा और प्रशिक्षण संस्थान लखनऊ
ضلع شکچھا اور پرسکچھڈ سنسٹھان لکھنؤ

जिला शिक्षा और प्रशिक्षण संस्थान- लखनऊ



DIET students (trainee teachers), Uttar Pradesh

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