



SABER IN ACTION: QUALITY TEACHING

DRIVING SUCCESS IN EDUCATION

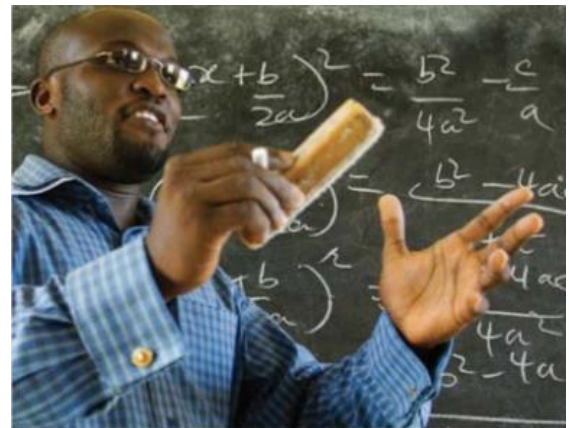
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Teachers are the key drivers of education quality in any system, and teacher compensation is the largest item in education budgets, so getting teacher policies right is crucial. The SABER-Teachers work has identified eight policy goals, based on a thorough review of global evidence, that together map the key areas for strengthening teacher policies. Using these goals and the policy data it collects, SABER-Teachers offers progress measures based on in-depth assessments of countries' policy frameworks.

Policy goals driven by a wealth of education research

The SABER-Teachers framework is based on evidence showing that high-quality teachers—with the right goals, training, support, and motivation—create supportive learning environments and improve their students' learning and education outcomes. To make that vision a reality, the eight policy goals for this domain are to:

1. Set clear expectations for teachers.
2. Attract high-quality teachers.
3. Prepare teachers with useful training and experience.
4. Match teacher skills with student needs.
5. Lead teachers with strong principals.
6. Monitor teaching and learning.
7. Support teachers to improve instruction.
8. Motivate teachers to perform.



Working with each country's government, SABER-Teachers has analyzed national policies for the eight policy goals. Seventeen countries have completed SABER-Teachers country reports, with many more scheduled for release over the coming year. In countries that have applied SABER to analyze their teacher policies, the progress and potential are clear.

Making a difference at the country level

With the support of the World Bank/DFID Partnership for Education, SABER-Teachers helps governments strengthen their frameworks for effective teaching by identifying gaps in their teacher policies. This process is already under way in numerous systems.

Countries in the Middle East and North Africa were early adopters of the SABER-Teachers framework, carrying out a regional study based on simultaneous application of the framework in eight countries. Yemen, for example, used the results of the SABER analysis to include a comprehensive revision of its teacher policy framework in its Second Basic Education Development Project.

In Bulgaria World Bank staff worked with government counterparts and a local NGO heavily involved in teacher issues to map the policy framework, allowing a deeper analysis well informed by international good practice and knowledge of the potential and constraints in Bulgaria. The government found SABER so helpful that the analysis provided a blueprint for drafting its Strategy for the Development of the Pedagogic Staff.



In Tanzania the SABER-Teachers analysis helped shape the government's current large-scale education reforms under its Big Results Now initiative. The SABER-Teachers country report helped identify underlying causes and key areas for reform in teacher policy. Tanzania is expected to be the first recipient of Program-for-Results financing in education, and the design of the proposed program draws on findings from SABER-Teachers.

Drawing global lessons

Three common patterns are emerging from countries that have chosen to apply SABER- Teachers and from the background research in this domain.

First, while policies for teacher in-service training are widespread, many countries could provide them in ways more likely to spur student learning. Almost all governments provide teacher in- service training, often supported by development partners. For example, a review of World Bank projects found it to be the single most common teacher-related activity supported. Yet the SABER-Teachers reports show that when countries conduct professional development, they often fail to make use of methods known to have a higher impact on instructional practice, such as those incorporating teacher collaboration, mentoring, and coaching.

Second, many systems struggle to create a teacher workforce that matches their economic and geographic needs. As the country-level analyses show, few systems are at the Advanced level in "Matching teacher skills to student needs." Few have policies and mechanisms to get teachers into the rural and hard-to-staff schools that serve the most disadvantaged children. In addition, many systems struggle to meet the need for teachers in high-demand subjects such as math and science. SABER-Teachers has helped some systems identify country- appropriate responses, such as providing career opportunities or specific paths to the teaching profession for those with subject knowledge.

Third, successful education systems have varied in their approaches to providing the support and incentives that teachers need. Education systems that consistently generate impressive student outcomes show that there is more than one way to mix teacher training, support, and incentives to boost achievement. Some education systems focus on close monitoring and control over daily work and ample professional development. Others attract an elite level of candidates and provide them with necessary support and a great deal of autonomy. Still others improve the quality of all in the profession by providing them with strong leadership and access to highly capable master teachers. SABER-Teachers helps countries identify where there is room for growth, so that they can choose their paths toward better teaching and learning for all.

