Supporting Teachers & Quality Teaching in Vietnam

RISE Webinar

Nov 15, 2022

Joan DeJaeghere
Hang Duong
Vu Dao
Thi Nguyen
VNIES Research Team Members
Research Questions

• Which school and community level conditions support teaching and learning for all students, and how?

• Which teacher/teaching practices are associated with high learning outcomes?

• How do teachers foster competency-based learning?

• How does educational change occur when purposes and practices shift (to competency-based learning)?
Research Methods and Data

Multi-site – vertical and horizontal
- 20 secondary schools
- Principals
- Teachers
- Community education leaders
- National education leaders
- Students
- Media

Multi-method
- Interviews
- Classroom observations (grade 7, 8 and 9)
- Post-observation reflective interview
- Classroom artifacts
Supporting Teachers’ Practices for Learning (Outcomes)

- Beliefs that students have ability to learn
- Metacognitive teaching to support learning how to learn
- Hybrid teaching – combining content with conducive learning environment to practice

All foster high learning outcomes - as measured on tests.

(See RISE Working Papers)
RISE Vietnam: Related papers


Supporting Teachers’ Practices for Deep Learning

But what supports change toward teaching competencies and fostering deep learning?
Major Tension

Teaching content and achieving on tests

Teaching for life and other valued outcomes
Cultural Change in the Education System

Articulating a clear sense of what “deep” learning is

Leveraging and shifting institutional power in the interactions between actors

Teachers’ & principals’ everyday actions around new forms of teaching and learning

Collective stories about purposes of school

Deliberative dialogue among educational actors and the community (parents and students)

Rincon-Gallado, 2020
Findings: Cultural Change in the Education System

**Competencies** are clearly articulated.

Teachers have exposure and practice, particularly through **learning communities**.

Principals have less engagement and **few feedback loops**.

**Test results** remain the primary source of information.

Shared commitments around education, but **varied purposes**.

**Little dialogue** around purposes or practices to implement deep learning.

Testing remains **hierarchical form of accountability**.
Conclusion

Technical solutions won’t necessarily create change in collective stories about purposes of education and teachers’ everyday actions.

Shifting purposes, norms, beliefs, and practices of teaching and learning requires dialogue at all levels.

Hierarchical accountability structures and relations impede cultural change.
thank you