

Supporting Teachers & Quality Teaching in Vietnam

RISE Webinar

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Driven to Discover®

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)?



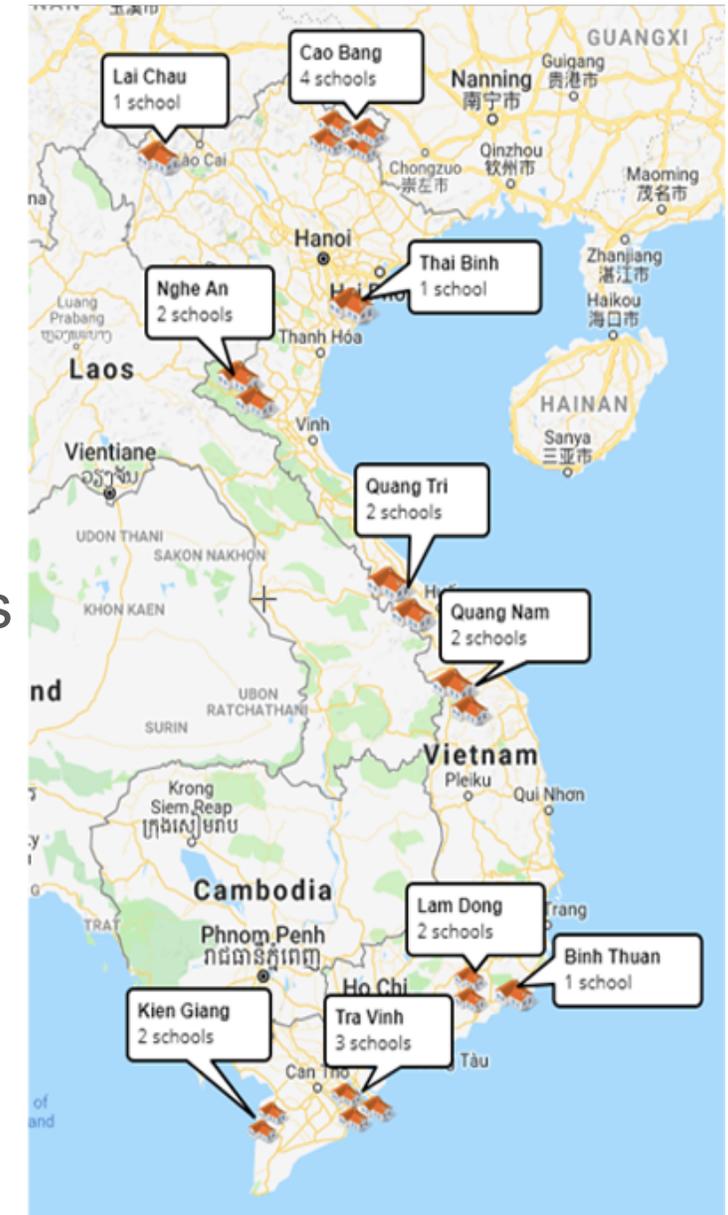
Research Methods and Data

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

DeJaeghere, J., Dao, V., Duong, B.H. and Luong, P. 2021. *Inequalities in Learning in Vietnam: Teachers' Beliefs About and Classroom Practices for Ethnic Minorities*. RISE Working Paper Series. 21/061. https://doi.org/10.35489/BSG-RISE-WP_2021/061

DeJaeghere, J., Duong, B. and Dao, V. 2021. *Teaching Practices That Support Thinking and Promote Learning: Qualitative Evidence from High and Low Performing Classes in Vietnam*. 2021/024. https://doi.org/10.35489/BSG-RISE-RI_2021/024

Duong, B.-H. and DeJaeghere, J. 2022. *From Student-Centered to Competency-Based Reform: Exploring Teachers' Perspective of Meaningful Participation*. RISE Working Paper Series. 22/089. https://doi.org/10.35489/BSG-RISE-WP_2022/089

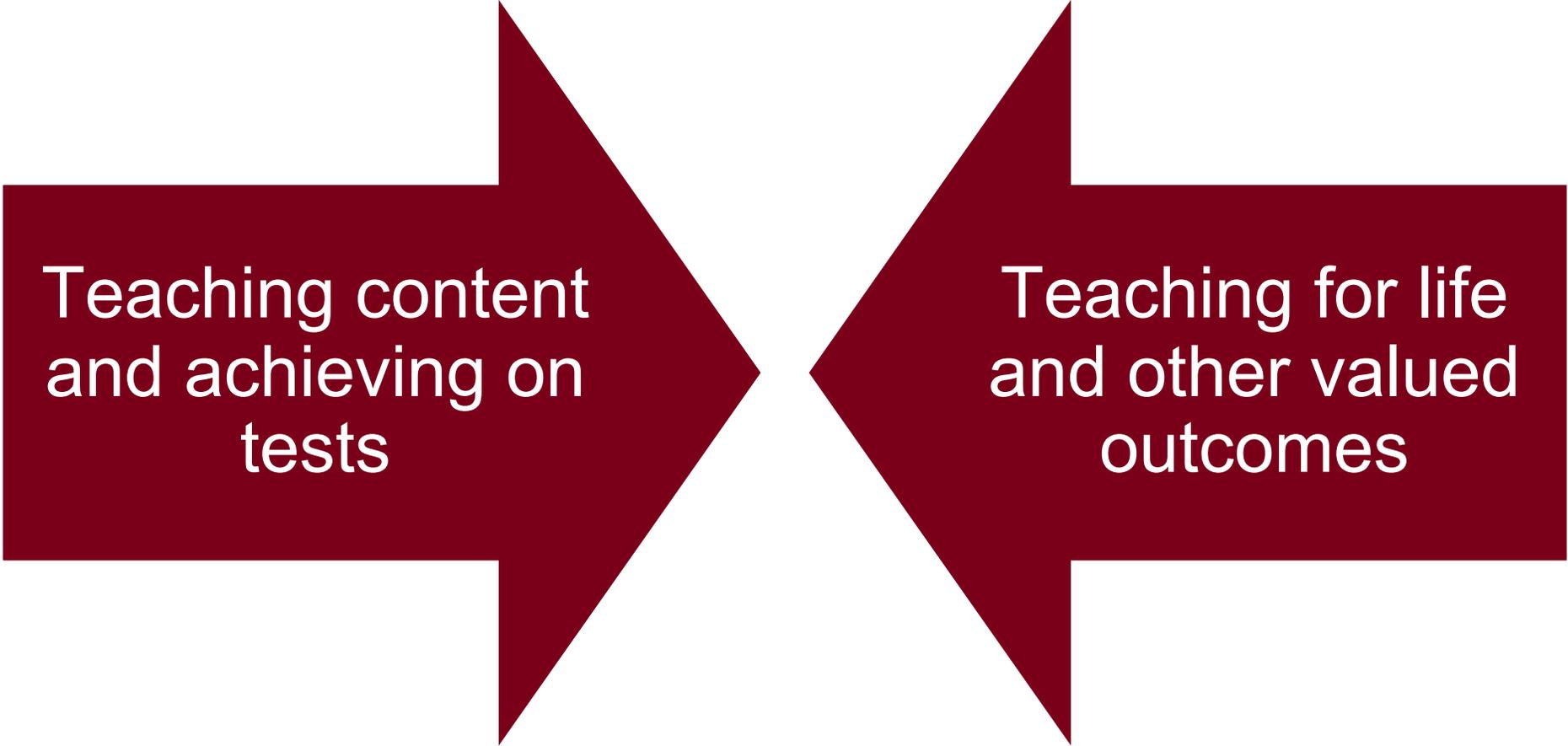


Supporting Teachers' Practices for Deep Learning

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



Major Tension



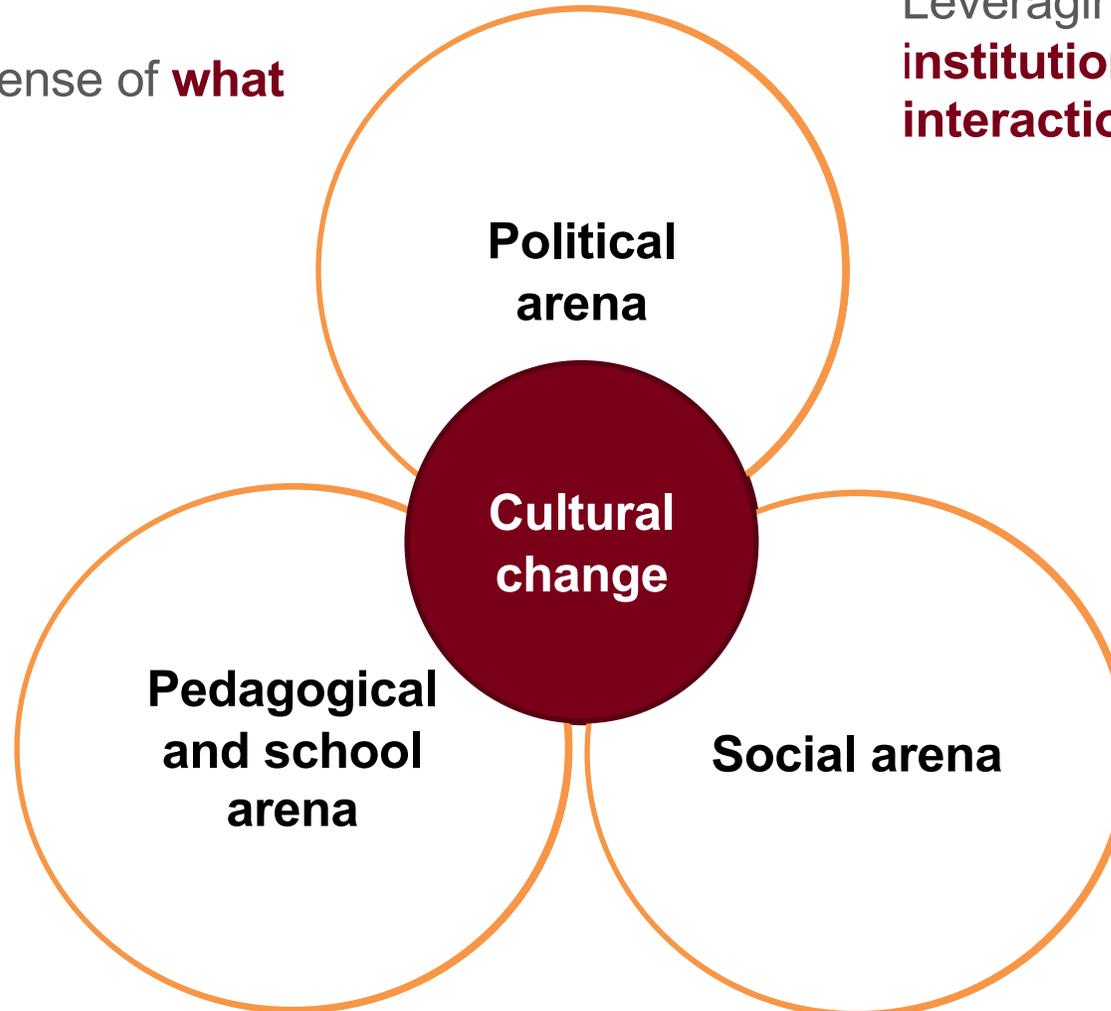
Teaching content
and achieving on
tests

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)

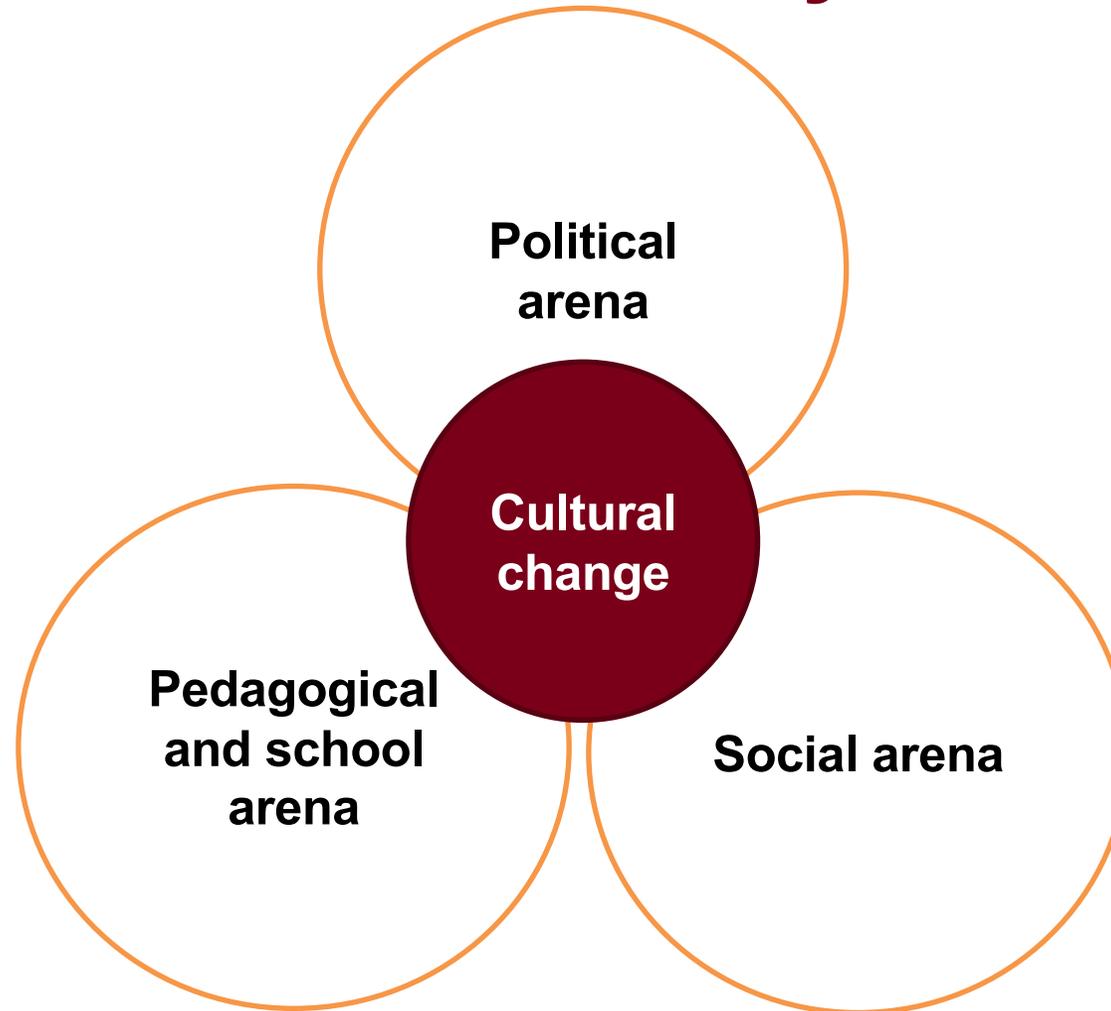
Findings: Cultural Change in the Education System

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