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# **Evidence Informed Pedagogy**

## **Using Data Feedback Loops To Improve Teacher Practice**

**A Schools2030 Research Project**

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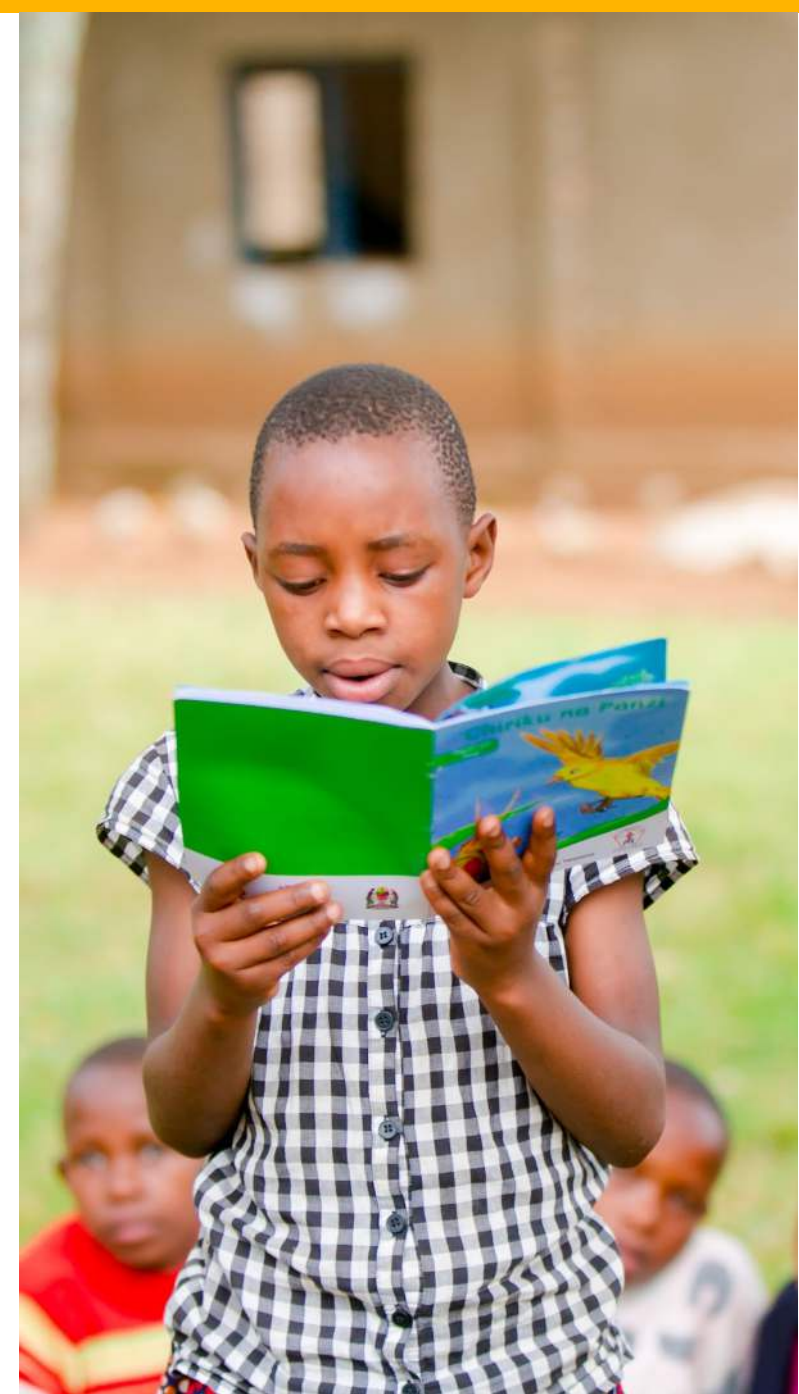


# Research Objectives

Co-create context-relevant and measurable socio-emotional learning (SEL) skill domains that are valued by education stakeholders in the Tanzanian context across four districts and can be mainstreamed into national education programmes or in other similar contexts. (Jukes et al., 2018)

Generate evidence on how learner-centred pedagogies (i.e., play-based learning and human-centred design thinking) support students' development of holistic learning skills. ([Curriculum for Primary Education STD I -VII Nov. 2020](#))

Promote the use of data insights and reflective practice for continuous improvement in teacher adoption of effective learner-centred pedagogical practices in the classroom for holistic education.



# Key Findings

1. Learner-centred pedagogical approaches, such as play-based learning and human-centred design thinking, lead to improved holistic foundational learning outcomes in low-resource settings.
2. Learner-centred pedagogies create a positive learning environment that allows students of all ages, genders, and learning abilities to thrive.



# **Data Feedback Loops for Improved Teacher Practice**

# The Right To Play Approach

## Tanzania, Ethiopia, Ghana

- Co-create tools with teachers for students' formative assessments.
- Classroom observations with local education officials and school leaders to gather qualitative data on teaching practices.
- Provide feedback and agree on improvement actions with observed teachers, which are reviewed monthly and adjusted based on progress and emerging needs.
- Create a collaborative environment for peer learning and feedback among teachers.
- Simplify reflective prompts for teachers to use to individually reflect on their teaching regularly and bring points for discussion to colleagues during monthly or bi-weekly peer learning sessions.





# Example from Ghana

**Objective:** Increasing effective adoption of playful instructional techniques for improved early literacy and SEL skills.

**Data Collection:** Monthly reading formative assessments using the ASER tool, teacher observations, and paired mentoring.

**Analysis and Feedback:** Identified gaps in phonics and playful instructions – a core area of literacy students are struggling with.

Focused on a few key metrics and simplified presentation using government-supported and project dashboards (e.g., mobile school report cards) to generate insights, which are then used by coaches and mentors to provide targeted feedback and support on playful teaching strategies for phonics.

**Implementation:** Teachers integrated new phonics and playful strategies into their lesson delivery.

**Monitoring:** Tracked student reading levels through daily formative assessments and periodic ASER tests, and adjusted instruction as needed.

**Outcome:** Significant improvements seen in reading skills, as well as increased adoption of effective playful teaching practices.

A photograph of a classroom with wooden desks and blue-framed windows. The walls are light-colored and show signs of wear. The floor is concrete. The text 'Common Challenges' is overlaid in white at the top center.

# Common Challenges

**Data overload and analysis paralysis**

**Resistance to change among teachers**

**Limited resources for data collection and analysis**





# Data feedback loops serve as a vital tool for educators.

By continuously collecting, analyzing, and responding to data, teachers can refine their instructional methods, address student needs effectively, and foster a culture of ongoing improvement and excellence in the classroom.



# Discussion Question

How might we work with school leaders, teachers, and education system actors to address some of the common challenges experienced while using data feedback loops for continuous improvement in teaching practice and excellence in the classroom?



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