

CIDER Interdisciplinary Workshop Report ***“Teacher Training and Wellbeing”***

1. General Information

The workshop was organised by Fabián Barrera-Pedemonte (*University of Chile*, Educational Science), Janina Roloff-Bruchmann (*Leibniz Institute for Science and Mathematics Education*, Psychology), and Christian Krekel (*London School of Economics*, Economics). It took place at the German Institute for Economic Research (DIW Berlin) from March 25 to 26, 2019.

The final programme was as follows:

Workshop Schedule

Day 1: Theory and Evidence on Teacher Training and Subjective Well-Being in Education

Time	Agenda Point
10:00 – 10:05	Welcome address – <i>Frauke Peter</i> (DIW Berlin, Department of Education and Family)
10:05 – 10:15	Introduction - <i>Barrera-Pedemonte /Krekel/ Roloff-Bruchmann</i>
10:15 – 11:10	<u>Key Note 1</u> : Teacher Training and Subjective Well-Being (Theory, Evidence, and Knowledge Gaps) – <i>Barrera-Pedemonte /Krekel</i>
11:10 – 12:00	<u>Key Note 2</u> : Early Stage Teachers’ Well-Being (Theory, Evidence, and Knowledge Gaps) – <i>Roloff-Bruchmann</i>
12:00 – 13:00	Lunch Break
13:00 – 14:45	<u>Presentations 1</u> : Teachers and Students: Socio-Emotional Skills and Subjective Well-Being – <i>Aguilera/Krekel/Larson/Schmidt</i>
14:45 – 15:00	Coffee Break
15:00 – 16:15	<u>Methods Session</u> : Learning and Subjective Well-Being: International Data on Teachers and Students – <i>Mostafa/Viac</i>
16:30 – 18:00	“Vino de honor” at the Embassy of Chile
18:00 – 20:00	Dinner
20:00 –	Pub

Day 2: Current Developments in Chile and Future Research

Time	Agenda Point
09:00 – 09:05	Welcome address – <i>H.E. Ambassador of Chile Cecilia Mackenna</i>
09:05 – 09:15	Introduction - <i>Barrera-Pedemonte /Krekel/ Roloff-Bruchmann</i>
09:15 – 10:55	<u>Key Note 1</u> : Teacher Training in Chile – Context, Background, and Challenges – <i>Avalos-Bevan</i>
10:55 – 11:10	Coffee Break
11:10 – 12:00	<u>Key Note 2</u> : Teacher Training Interventions in Chile – Trials, Preliminary Results, and Lessons Learnt – <i>Barrera-Pedemonte/Roloff-Bruchmann/Krekel</i>
12:00 – 13:00	Lunch Break
13:00 – 14:15	<u>Methods Session</u> : Large-Scale International Datasets and Impact Evaluation Design for Education/Skills Interventions – <i>Krekel/Barrera-Pedemonte</i>

14:15 – 14:30	Coffee Break
14:30 – 15:45	<u>Presentations</u> : Research and Policy for Subjective Well-Being and learning in Education – <i>Guerriero/McLean</i>
15:45 – 16:15	<u>Open Discussion</u>
16:15 – 16:30	Goodbye

2. Format of Workshop

The workshop was a mixture of key notes, paper sessions, and methods sessions, including an open discussion and a networking event. Agenda items were delivered in an interdisciplinary manner and with a particular focus on policy.

3. Aim of Workshop

A large body of literature in educational research looks at the effects of teacher professional development programmes on both teacher and student learning outcomes (see Barrera-Pedemonte (2016) and Popova et al. (2016), for example). Most studies in this area focus on how changes in teacher beliefs and instruction practices relate to these outcomes. Little, however, is known about how contextual factors during teacher training affect both teacher and student learning (Hendriks et al., 2010): research, so far, has been confined to school management practices (see James and McCormick (2009), for example) and culture (see Opfer and Pedder (2011), for example).

The workshop aimed at bringing together researchers and practitioners from different disciplines and organisations that study contextual factors in the area of teacher professional development, in order to enhance our understanding of such contextual factors, with a particular focus on how subjective well-being relates to both teacher and student learning outcomes.

We asked three interrelated research questions:

1. Is teacher *ex-ante* subjective well-being predictive of teacher learning outcomes during teacher professional development?
2. Can teacher subjective well-being be cultivated, and how?
3. Does teacher subjective well-being affect student subjective well-being, and if so, does that lead to improved student learning outcomes?

The workshop was motivated by a set of current, large-scale teacher training programmes in Chile (see Appendix 1 for details), currently evaluated by the workshop organisers.

References

- Barrera-Pedemonte, F. (2016). High-Quality Teacher Professional Development and Classroom Teaching Practices: Evidence from TALIS 2013. *OECD Education Working Papers*, 141.
- Hendriks, M., Luyten, H., Scheerens, J., Slegers, P., & Steen, R. (2010). Enhancing educational effectiveness through teachers' professional development. In J. Scheerens (Ed.), *Teachers' professional development: Europe in international comparison. An*

analysis of teachers' professional development based on the OECD's Teaching and Learning International Survey (TALIS). Belgium: European Union.

James, M., & McCormick, R. (2009). Teachers learning how to learn. *Teaching and Teacher Education*, 25(7), 973-982.

Opfer, V. D., & Pedder, D. (2011). Conceptualizing Teacher Professional Learning. *Review of Educational Research*, 81(3), 376-407.

Popova, A., Evans, D., & Arancibia, V. (2016). Training teachers on the job: what works and how to measure it. *Policy Research working paper, World Bank Group, WPS 7834* (WDR 2018 background paper).

4. Summary

The workshop built on the work that was undertaken in the large, interdisciplinary CIDER Micro Group "Well Teachers, Well Students: The Role of Well-Being in Teacher Professional Development". It extended this work in three directions: (i) it presented the ongoing work of the group to an interdisciplinary audience, in order to obtain comments and suggestions on how to improve it; and (ii) it provided a forum and networking opportunities, in order to foster interdisciplinary follow-up projects in the area of teacher and/or student wellbeing and learning outcomes between participants.

5. Guests

The final list of guests was as follows:

Nr.	Name	Organisation	Country
1	Fabian Barrera-Pedemonte (fabian.pedemonte.14@ucl.ac.uk)	University of Chile	Chile
2	Janina Roloff-Bruchmann (jroloff@ipn.uni-kiel.de)	Leibniz Institute for Science and Mathe- matics Education	Germany
3	Christian Krekel (c.krekel@lse.ac.uk)	London School of Economics	UK
4	Sonia Guerriero (s.guerriero@unesco.org)	UNESCO	France
5	Beatrice Avalos-Bevan (bavalos254@gmail.com)	University of Chile	Chile
6	Fabian Schmidt (fabian.schmidt@uni-hamburg.de)	University of Ham- burg	Germany

7	Imad Sabi (imab.sabi@opensocietyfoundations.org)	Open Society Foundations	UK
8	Tarek Mostafa (tarek.mostafa@oecd.org)	OECD	France
9	Pilar Aguilera (aguilera.pilar@yahoo.com)	Univ. de Barcelona	Spain
10	Geraldine Jara (geraldine.jara@uss.cl)	Univ. San Sebastian	Chile
11	Carine Viac (carine.viac@oecd.org)	OECD	France
12	Emily Larson (emily.larson@bi.team)	Behavioural Insights team	UK

6. Results

The workshop promoted the discussion of ideas on the topic of interest in an interdisciplinary manner, gathering knowledge and experience from researchers in psychology, educational sciences and economics. Furthermore, the workshop included a successful policy orientated approach, based on the contributions from high-level staff from the UNESCO, OECD and the Open Society. Rich feedback was also collected to improve the research paper of the micro group. This way, the workshop significantly contributed to improving the output of our large, interdisciplinary CIDER Micro Group "Well Teachers, Well Students: The Role of Well-Being in Teacher Professional Development". The paper manuscript was already sent to CIDER and will be submitted to the *American Journal of Educational Research*.

7. Evaluation

Answering our research questions from the perspectives of the different disciplines present at the workshop significantly enhanced our understanding of how contextual factors, and subjective well-being in particular affects both teacher and student learning outcomes, and we are currently working on new interventions in the area. In particular, we learnt from participants on the causes and consequences of linking research on professional development and well-being in the teacher education area. These insights improved the discussion and conclusions of our research, drawing new avenues of inquiry, at the same time.

Appendix 1

Interventions in Chile

The proposed workshop was motivated by large-scale impact evaluation studies currently developed by the proponents in Chile. These studies (see table below) aim to assess the effect of different teacher professional development interventions on both teachers' and students' learning outcomes.

TPD programme	Outcome measures	Participants	Counterfactual	Design	Duration
RPAula workshops: Monthly face-to-face meetings with tutors and colleagues to implement problem-solving techniques in mathematics lessons. http://www.arpamat.cl/nuestra-iniciativa/	Quality of instruction ^(a) ; attitudes towards problem-solving in mathematics ^(b) & math attainment	20 upper primary mathematics teachers from a rural municipality in Chile and their 534 students.	17 similar teachers from neighbour municipalities and their 334 students.	Matched differences-in-differences.	Sept. 2017 to Dec. 2018 ^(c) .
B-learning programme on language: 7 weeks online course and 2 face-to-face meetings with researchers to develop early oral, reading and writing ^(d) skills in language lessons. http://www.ciae.uchile.cl/index.php?page=view_noticias&id=1314&langSite=es	Teachers beliefs and knowledge about early language teaching; quality of lesson planning ^(e) .	270 nursery and lower primary language teachers from central regions in Chile.	270 nursery and lower primary language teachers in the waiting list.	Randomised controlled trial.	April to May 2018 ^(f) .
Mentoring training diploma: 10 months of face-to-face meetings with tutors and mentees (newly qualified teachers) to support the new national induction policy. http://www.uss.cl/ciencias-educacion/diplomado-mentoriam/	Teachers' self-efficacy, perceived teacher support in the classroom; non-cognitive skills & attainment	60 pairs of lower primary teachers (mentor + mentee) and their 1500 students.	60 similar newly qualified teachers (without mentoring) and their 1500 students.	Matched differences-in-differences.	December 2018 to May 2019 (g).

Notes: ^(a) Self-reported teaching practices, plus measures of cognitive activation and teacher support reported by students.

^(b) Perseverance and openness for problem-solving, and students' enjoyment in learning mathematics.

^(c) Base line data already collected between Sept.-Nov. 2017. Measures of teachers' SWB will be collected in Mar. 2018. Mid line data collection planned for Apr.-May 2018. End line data collection planned for Sep.-Nov. 2018.

^(d) The programme encompasses 3 different and parallelly delivered courses on these topics. 90 teachers per course.

^(e) This programme evaluates outcomes at the teacher level, so the study will only address the first research question.

^(f) Base line data already collected in Jan. 2018. Random assignment to the intervention planned for Feb. 2018. End line data collection planned for May 2018.

^(g) Base line data collection planned for October-December 2018. Mid line data collection planned for June-July 2019. End line data collection planned for October/December 2019