

The Key Role of Teachers and Management in Educational Improvement:

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Brazilian education in numbers

50 million students

- ▶ Preschool (4-5 y/o): **4.8**
- ▶ Elementary school (6-14 y/o): **29.0**
- ▶ High school (15-17 y/o): **8.3**
- ▶ Other levels: **7.9**

2 million teachers

- ▶ Preschool: **0.3** million
- ▶ Elementary school: **1.4** million
- ▶ High school: **0.5** million

Two type of schools coexist

- ◀ Public schools: 83% of students
- ◀ Private schools: 17% of students

Brazilian education performance

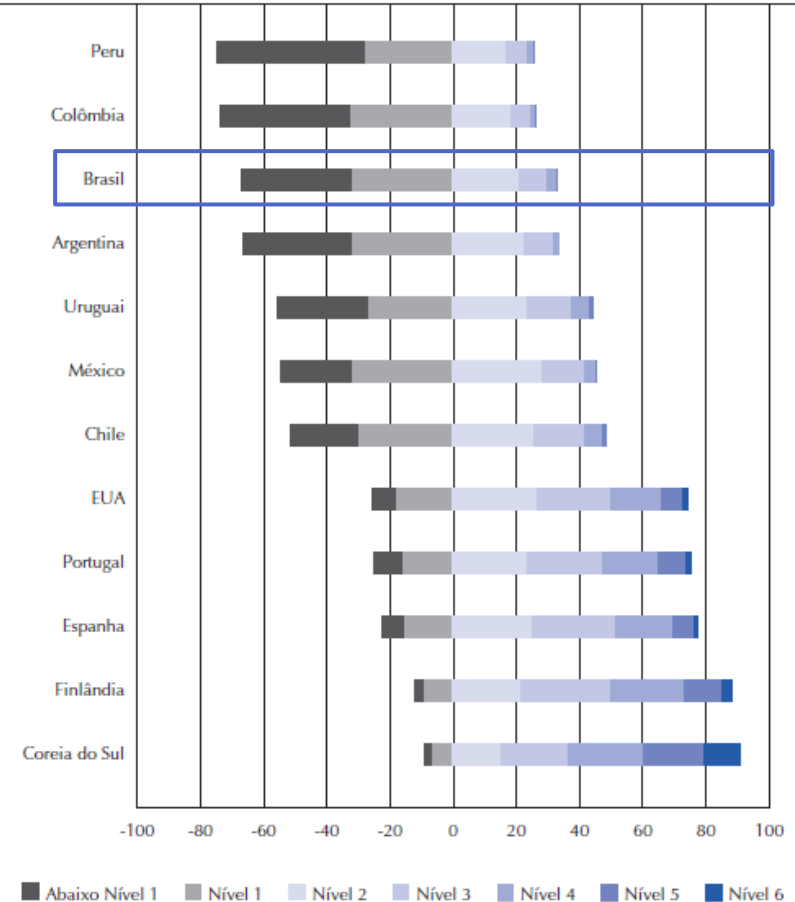
2012 PISA results

- ▶ Brazil is the **58th** at Math ranking, below other L.A. countries (Chile, Costa Rica and Mexico)
- ▶ 67% of 15-years-old students are **low achievers in Math**

OECD Education at a Glance

- ▶ Brazil expends **6.4%** of GDP, close to OECD average (6.1%)

Distribuição percentual dos estudantes por níveis de proficiência em matemática nos países



Teacher training in Brazil

Most of the teachers (75%) are undergraduate

- ▶ 65% in teaching courses (called “*licenciaturas*”)
- ▶ Initial Teacher Training courses: curricula are mainly theoretical, with little attention to teaching practices (GATTI, 2010)

Most of teaching courses are provided by private colleges (77%)

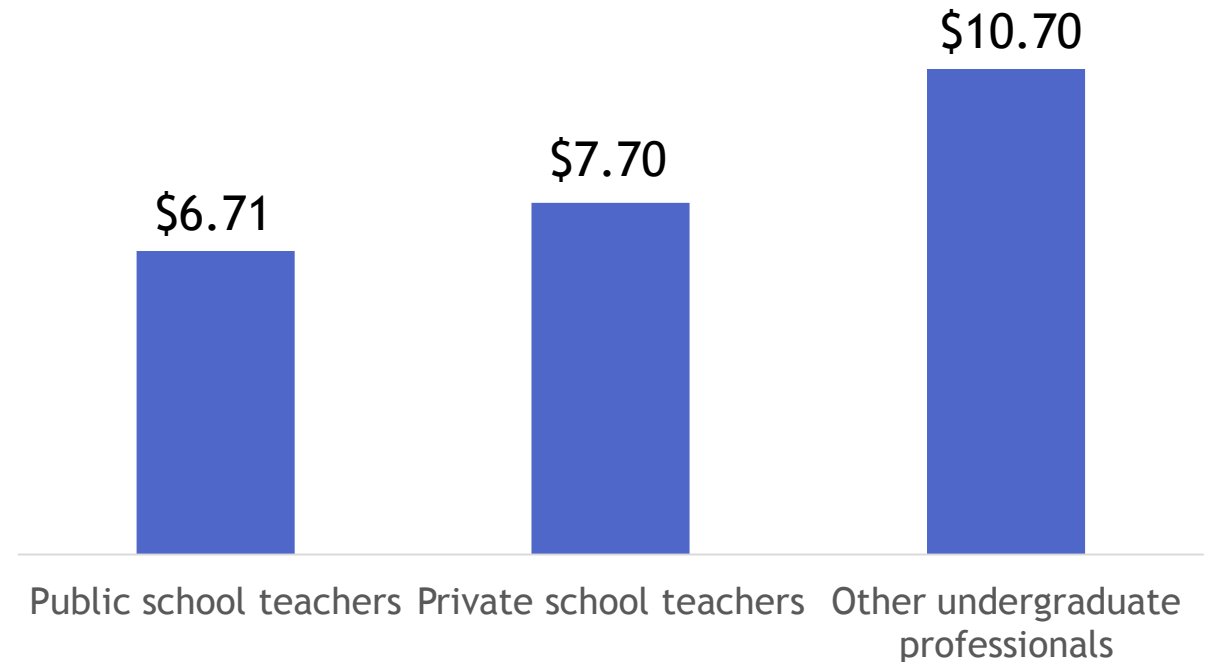
- ▶ Low quality
- ▶ Nocturne classes (80% of enrollment)
- ▶ Internships are not mandatory

This scenario leads to unprepared teachers, with low practical skills

Brazilian teachers' career

- ▶ In public schools, admission exams prioritize theoretical knowledge, not practice skills
- ▶ Teachers in Brazil are undervalued, comparing to other qualified workers
- ▶ Few public schools pay for performance, but impacts seem positive
 - ▶ São Paulo (OSHIRO; SCORZAFIVE, 2011)
 - ▶ Pernambuco (FERRAZ; BRUNS, 2010)

Hourly wage (US\$)*



* Exchange rate: 0.39 US\$/R\$ (11/11/14)

OSHIRO, C. H. ; SCORZAFIVE, L. G. Efeito do pagamento de bônus aos professores sobre a proficiência escolar no Estado de São Paulo. In: 39o Encontro Nacional de Economia, 2011

FERRAZ, C; BRUNS, B. Incentives to Teach: The Effects of Pay-for-Performance in Education, 2010, *working paper*.

Brazilian teachers' career

Tenure and postgraduate degrees are valued in teacher career promotion

- ▶ Students achievement is not used as a criteria for career promotion
- ▶ There are no teachers' evaluation programs for measuring teachers performance

In effect

- ▶ The less talented students are attracted to teachers careers (LOUZANO et. al., 2010)
- ▶ The most effective teachers tend to leave the career

School management in Brazil

Principals in public sector are not prepared for managing schools

- ▶ Few (20%) are graduate in school management (IBOPE; FVC, 2009)
- ▶ Most of them (66%) are selected by political criteria (IBOPE; FVC, 2009)
- ▶ Principals are, usually, not evaluated nor accounted for school results. Some exceptions: Minas Gerais, Ceará.

Key challenges

Improve teachers career

- ▶ Paying better wages in the beginning of the career
- ▶ Rewarding the most effective teachers (performance evaluation)
- ▶ Creating incentives to attract the most talented students
- ▶ Creating Brazilian Common Core Curriculum (teacher training)

Radical changes in teacher training

- ▶ Focus on the practice, new methods and use of learning technologies
- ▶ Incentives to pedagogical residence
- ▶ Incentives to innovation

Improve school management

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern.

Thank you!

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