A row of matchsticks is shown against a light grey background. Most of the matchsticks have green heads, but one matchstick in the center has a red head. The matchsticks are arranged in a slightly curved line.

# **El professorat i la qualitat educativa: què ens en diu la recerca internacional?**

**Francesc Pedró**  
Polítiques educatives  
UNESCO



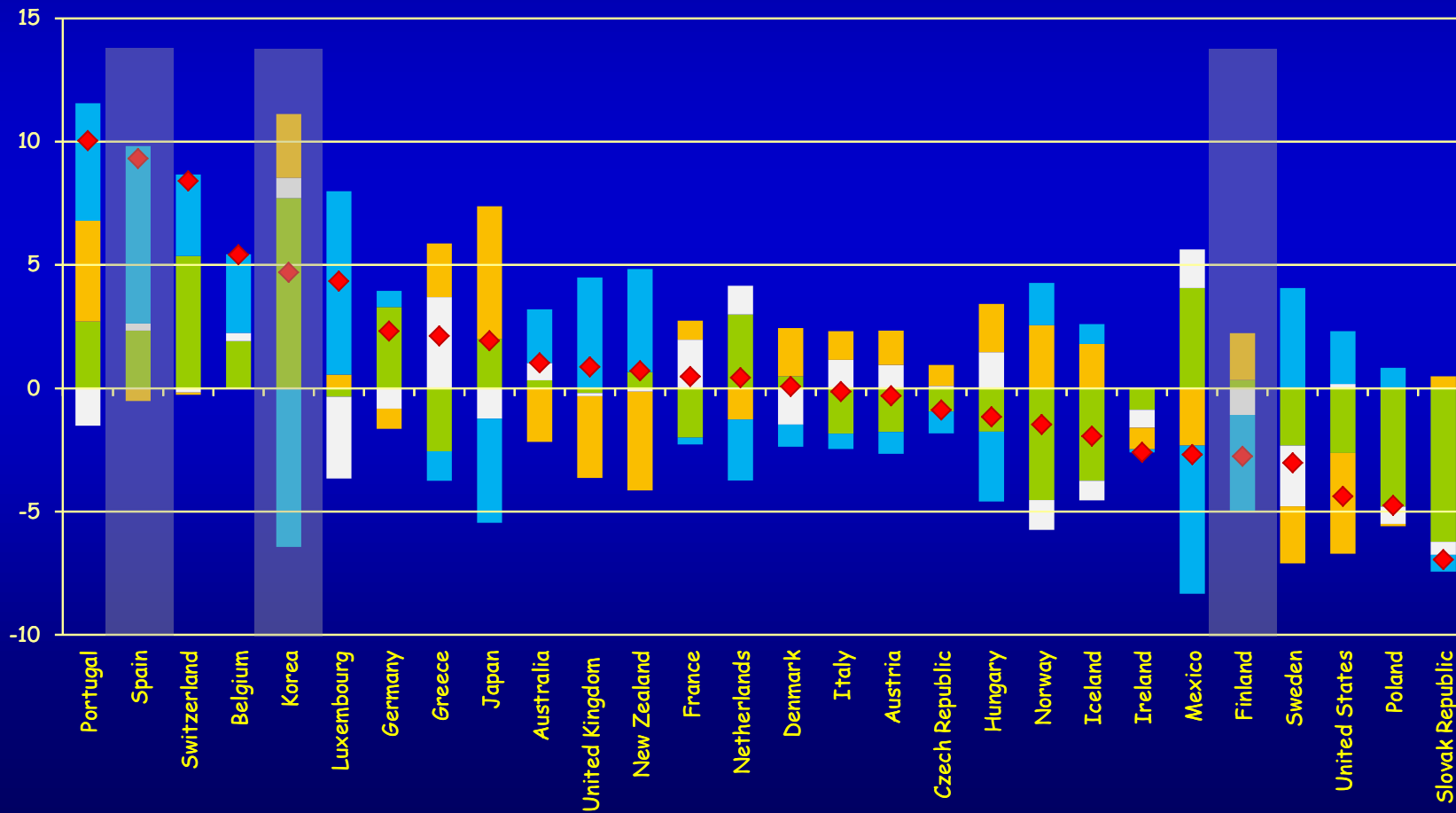
“La qualitat d’un sistema educatiu mai no és superior a la qualitat dels seus docents.”

# Pagar més o reduir el tamany de les classes?

Contribution of various factors to upper secondary teacher compensation costs per student as a percentage of GDP per capita (2004)

■ Salary as % of GDP/capita  
 ■ Instruction time  
 ■ 1/teaching time  
 ■ 1/class size  
◆ Difference with OECD average

Percentage points





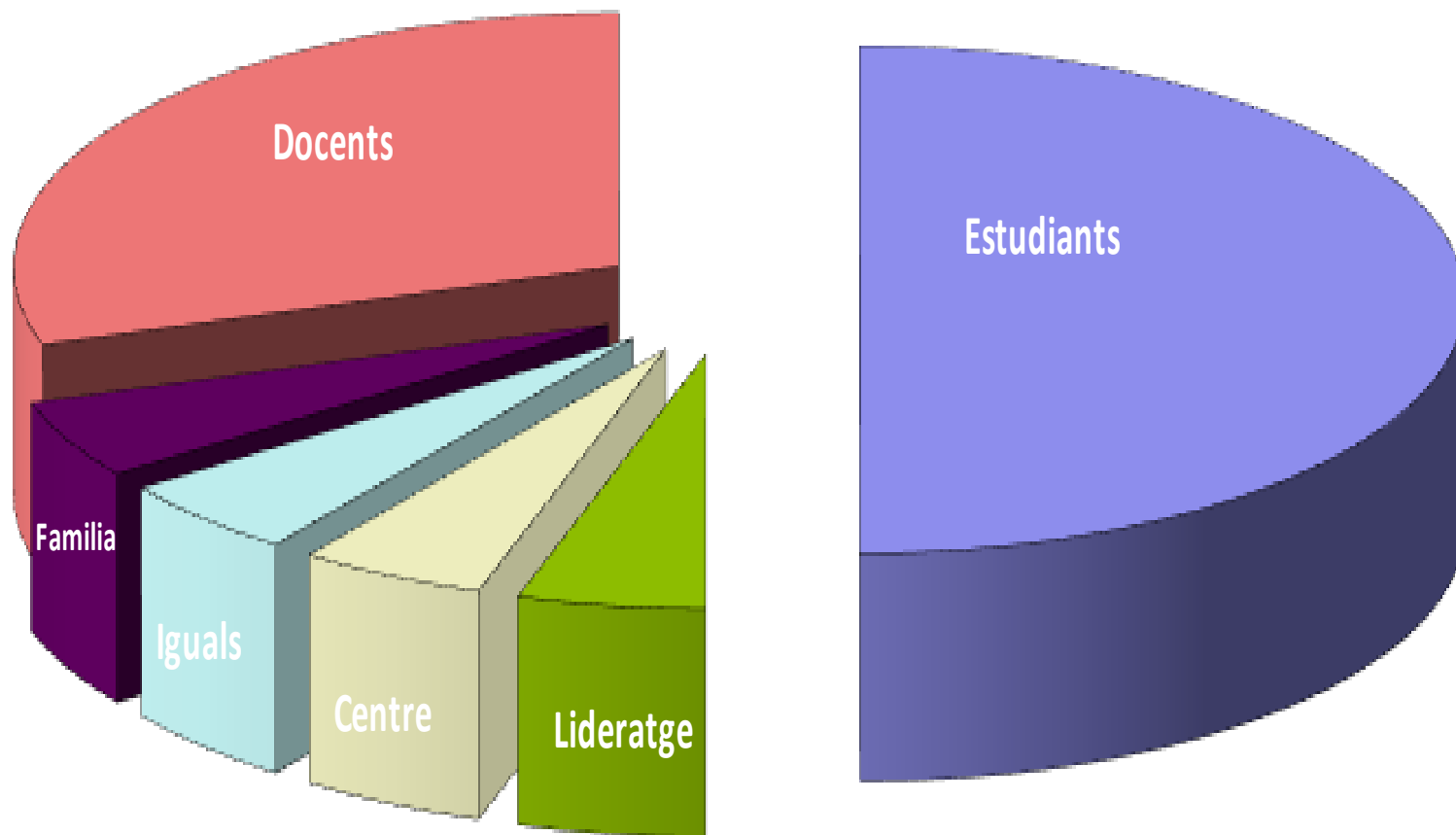
“La qualitat docent es defineix com la capacitat de generar aprenentatge significatiu.”



EXISTEIX UN EFECTE DOCENT?

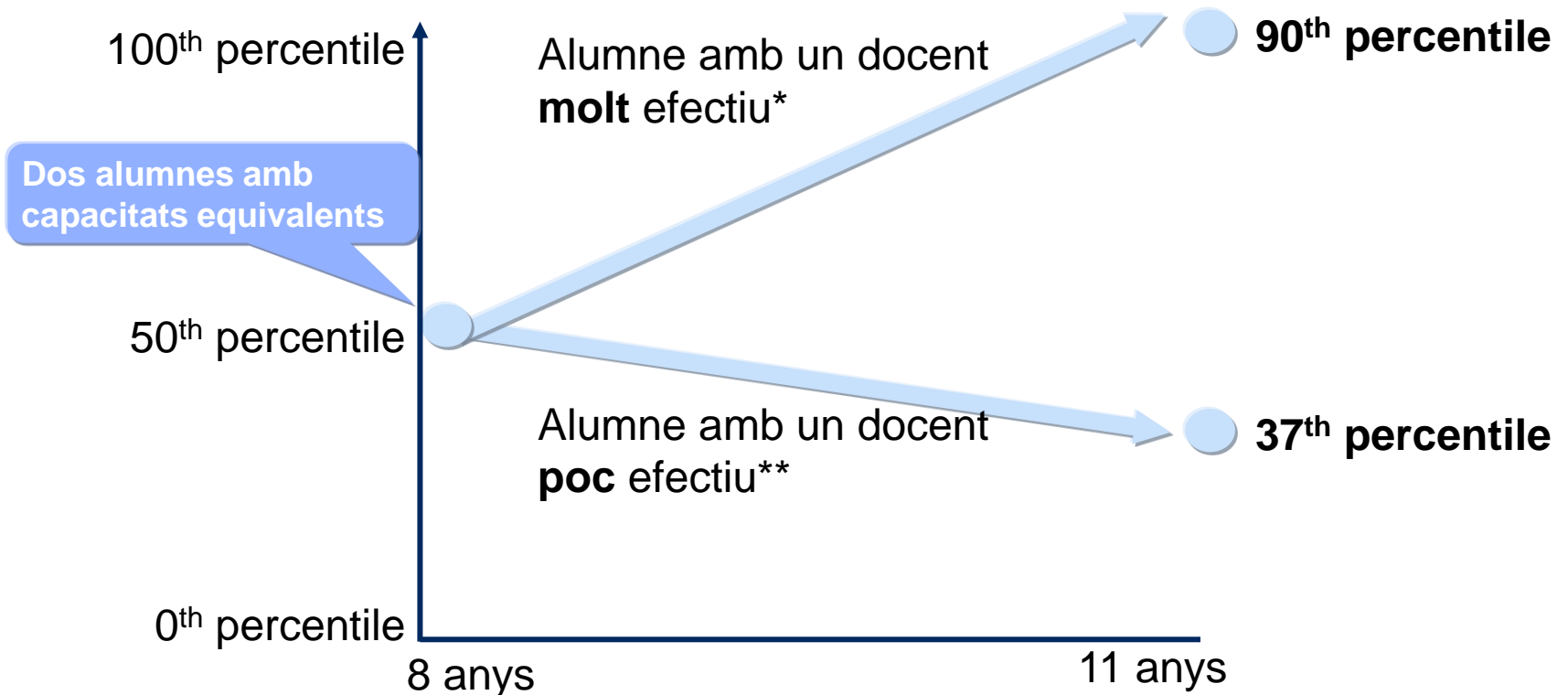


## Percentatge de varianza dels resultats explicat per diferents factors (Hattie, 2012)



# L'efecte acumulat pot ser determinant per a l'alumne

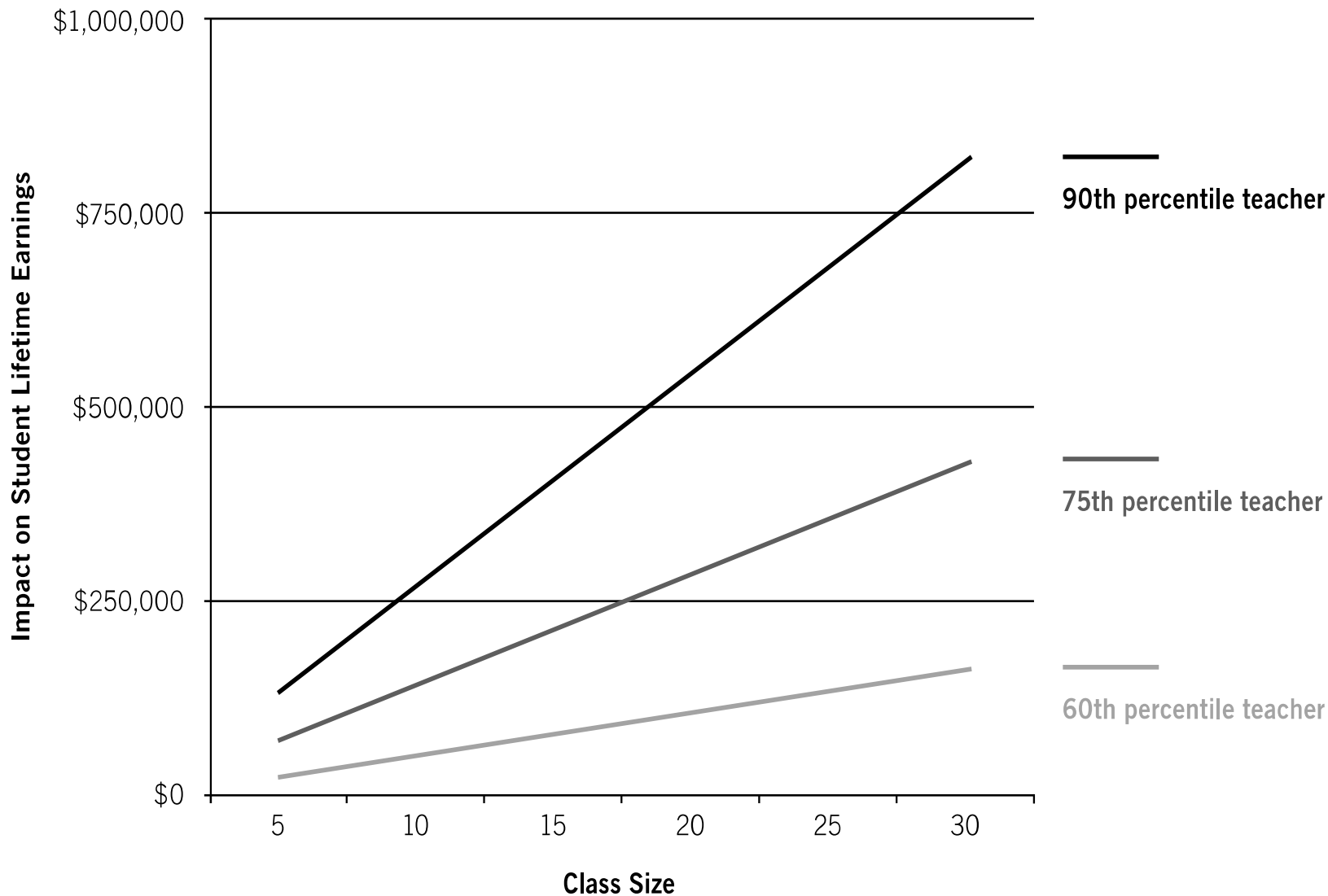
## Resultats alumnes



\* Among the top 20% of teachers

\*\* Among the bottom 20% of teachers

# Impacte estimat de l'efecte docent i el tamany de la classe sobre el salari d'un grup-classe al llarg de la vida (Hanusek, 2015)







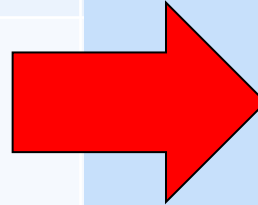
ELS DETERMINANTS DE L'EFECTE DOCENT

## **Teoria clàssica**

Formació inicial

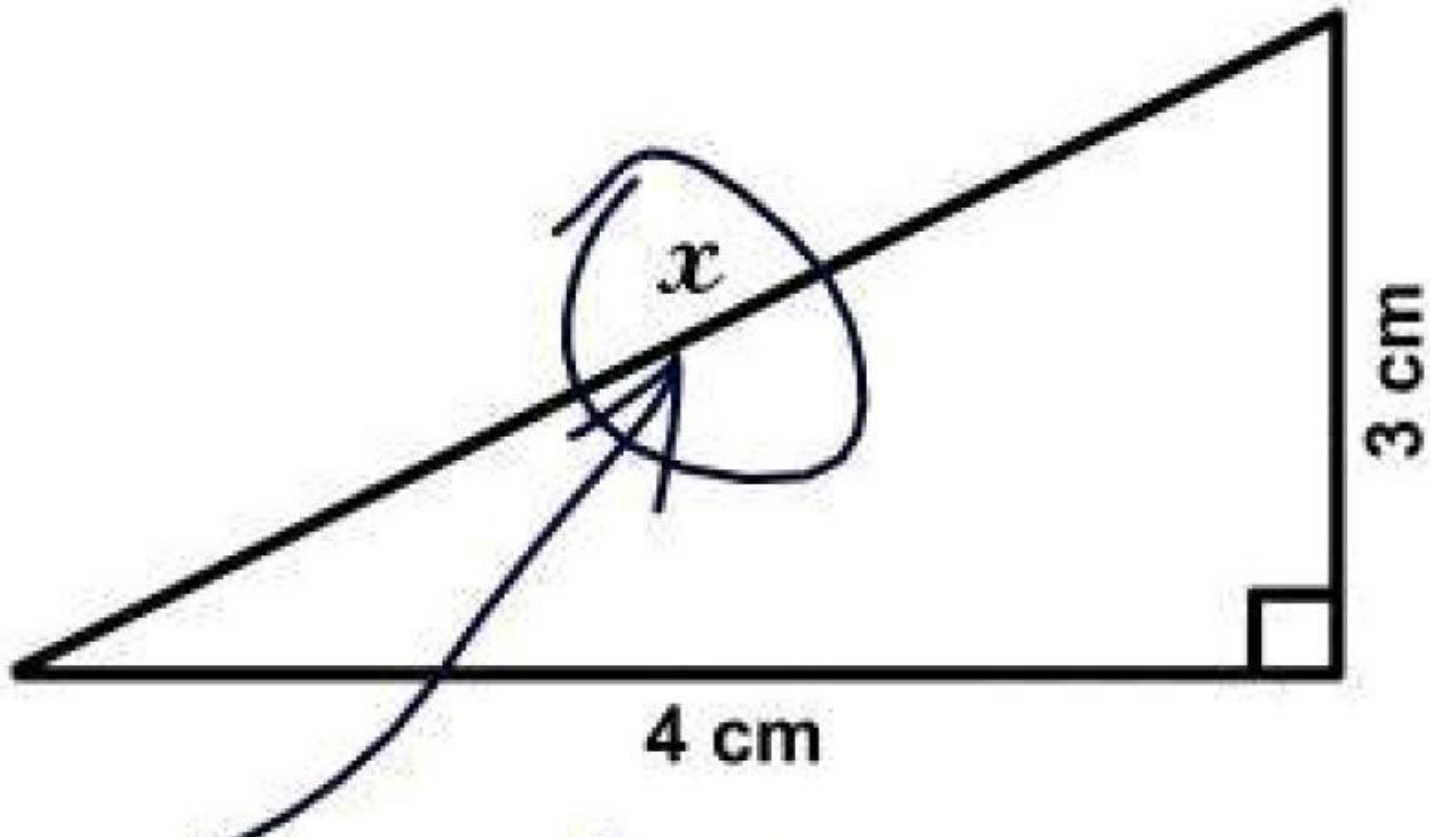
Experiència

Formació permanent



**Implicacions  
carrera  
professional**

**3. Find  $x$ .**



COM AVALUAR L'EFECTE DOCENT?

# Un canvi de paradigma

3. Find  $x$ .

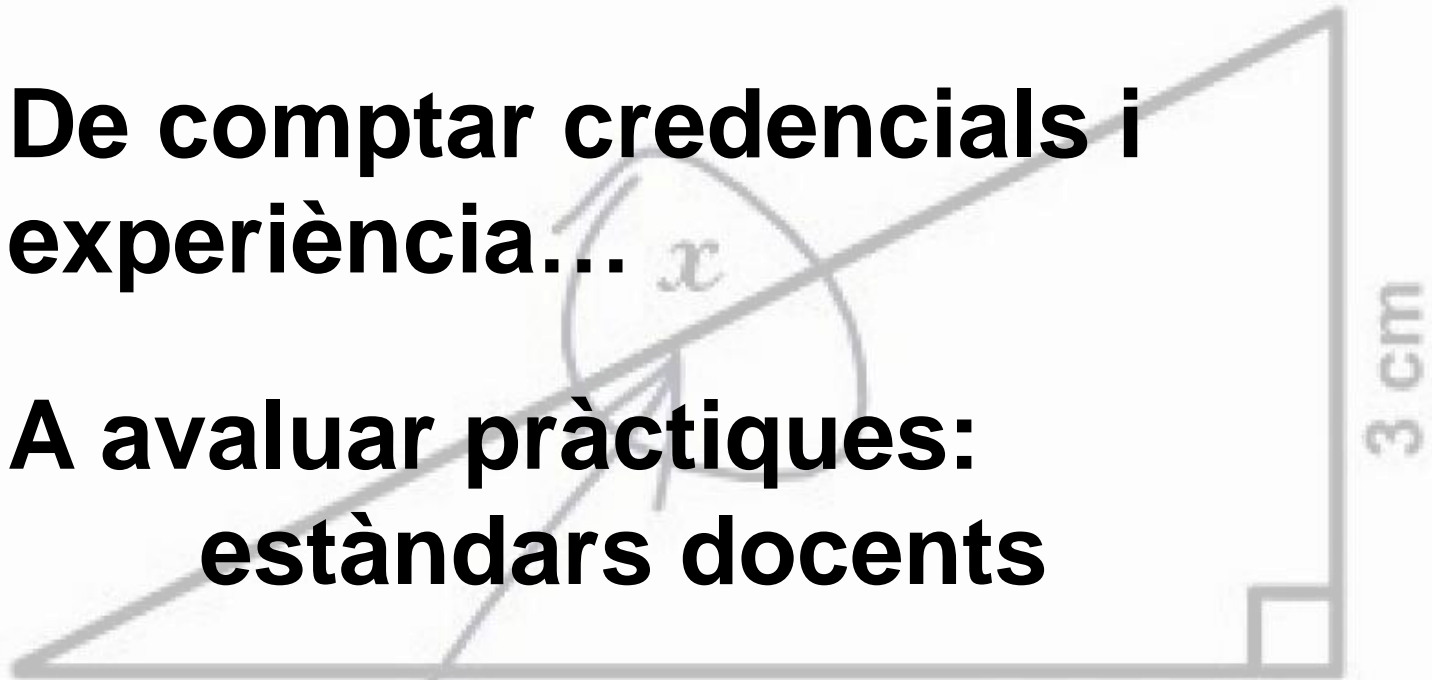
De comptar credencials i experiència...

A avaluar pràctiques:  
estàndars docents

I resultats: 4 cm

valor afegit

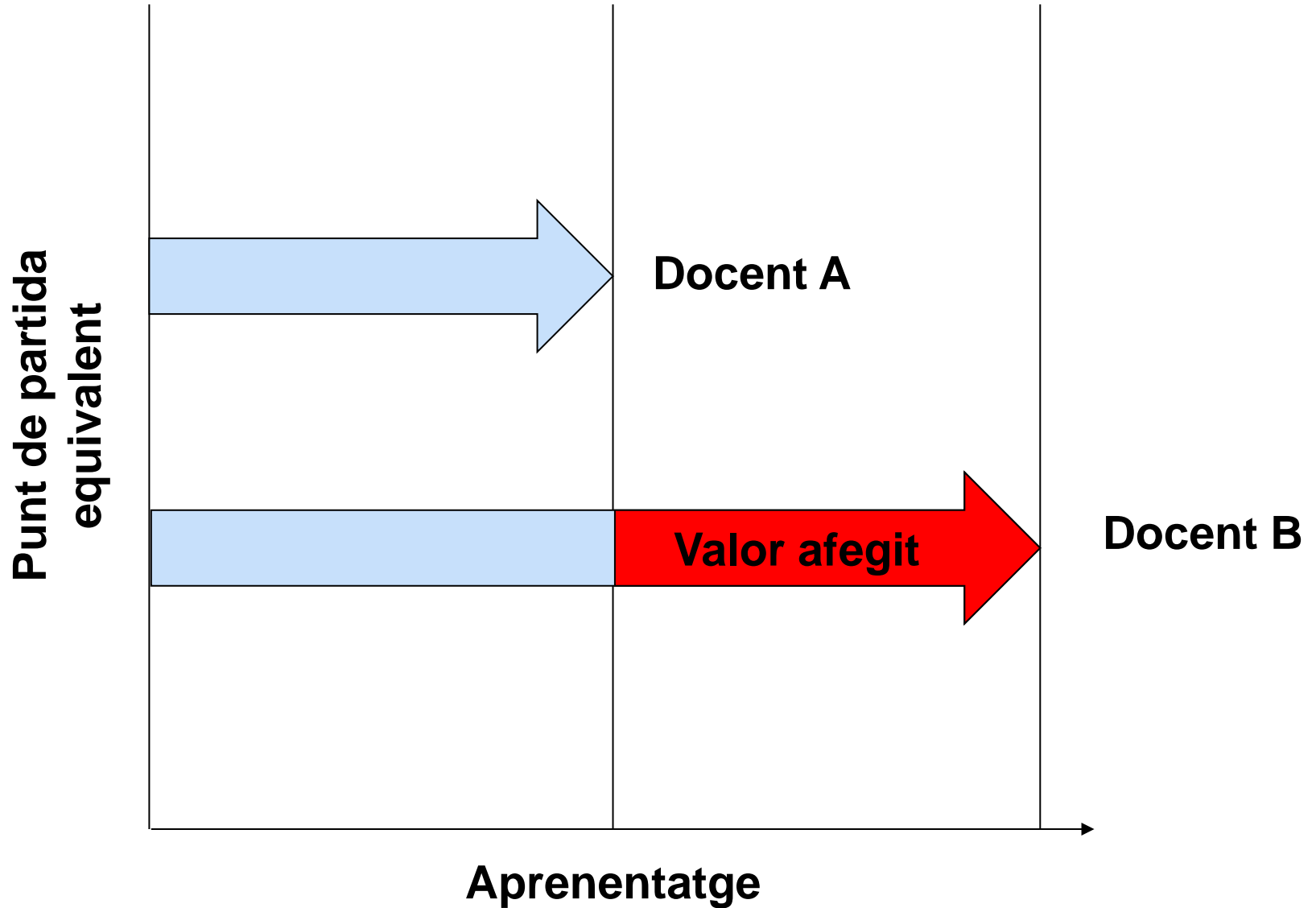
*Here it is*



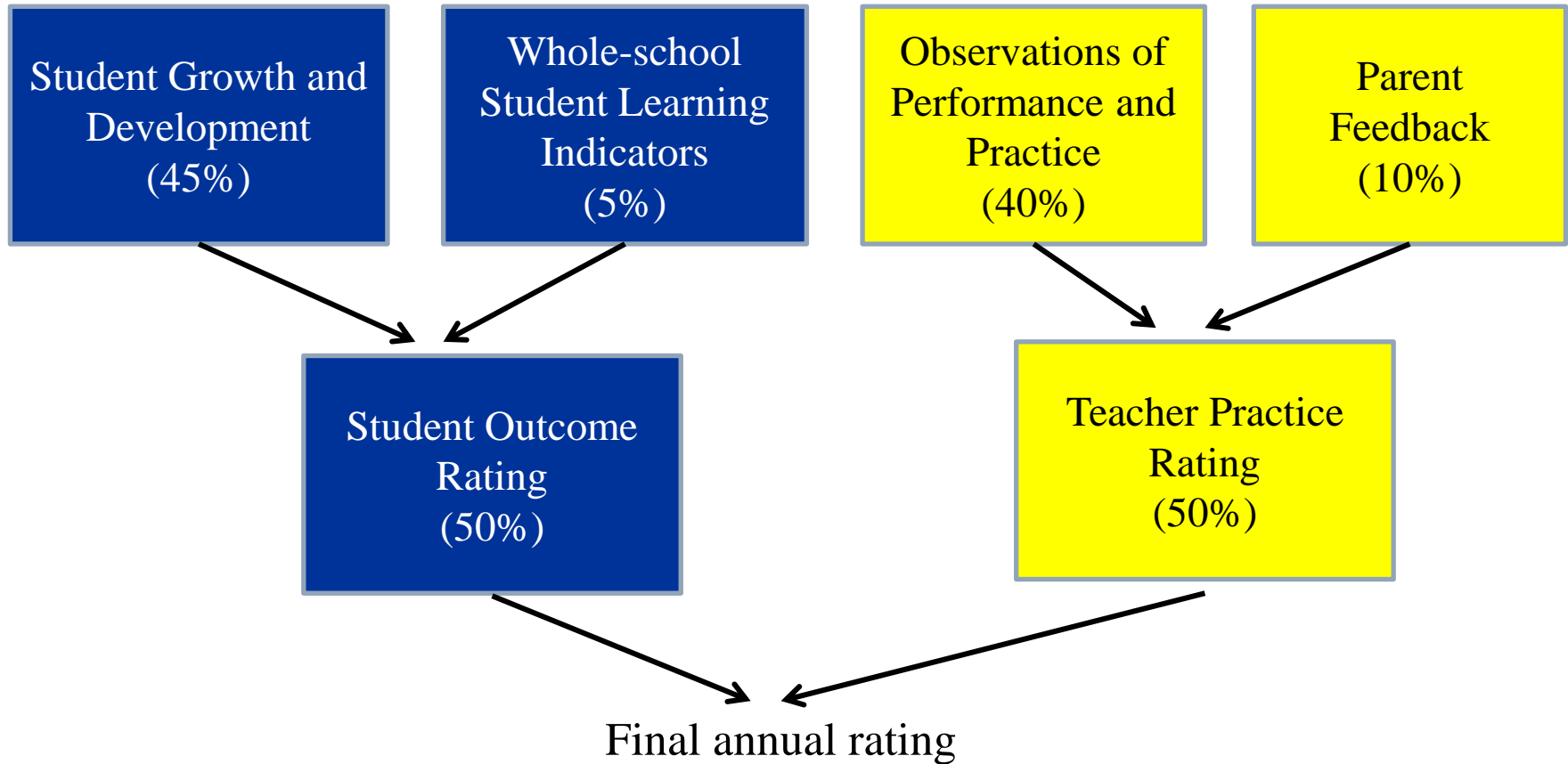
# Marc d'estàndars de Danielson (2013)

Component 2d	Unsatisfactory	Basic	Proficient	Distinguished
<b>2d: Managing Student Behavior</b>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, appropriate, and respectful to students and is effective.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<b>Critical Attributes</b>	<ul style="list-style-type: none"> <li>• The classroom environment is chaotic, with no standards of conduct evident.</li> <li>• The teacher does not monitor student behavior.</li> <li>• Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</li> <li>• The teacher attempts to keep track of student behavior, but with no apparent system.</li> <li>• The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient.</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of conduct appear to have been established and implemented successfully.</li> <li>• Overall, student behavior is generally appropriate.</li> <li>• The teacher frequently monitors student behavior.</li> <li>• The teacher's response to student misbehavior is effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</li> <li>• The teacher steadily and subtly monitors student behavior.</li> <li>• Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</li> </ul>
<b>Possible Examples</b>	<ul style="list-style-type: none"> <li>• Students are talking among themselves, with no attempt by the teacher to silence them.</li> <li>• An object flies through the air, apparently without the teacher's notice.</li> <li>• Students are running around the room, resulting in chaos.</li> <li>• Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.</li> <li>• And others</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules are posted, but neither the teacher nor the students refer to them.</li> <li>• The teacher repeatedly asks students to take their seats; some ignore her.</li> <li>• To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</li> <li>• And others</li> </ul>	<ul style="list-style-type: none"> <li>• Upon a nonverbal signal from the teacher, students cover their behavior.</li> <li>• The teacher moves to every section of the classroom, keeping a close eye on student behavior.</li> <li>• The teacher sees a student a "hard look," and the student stops talking.</li> <li>• And others</li> </ul>	<ul style="list-style-type: none"> <li>• A student suggests a revision to one of the classroom rules.</li> <li>• The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.</li> <li>• The teacher speaks privately to a student about misbehavior.</li> <li>• A student reminds her classmates of the class rule about chewing gum.</li> <li>• And others</li> </ul>

# Valor afegit estimat d'un curs docent



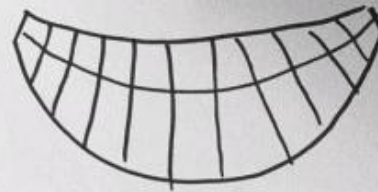
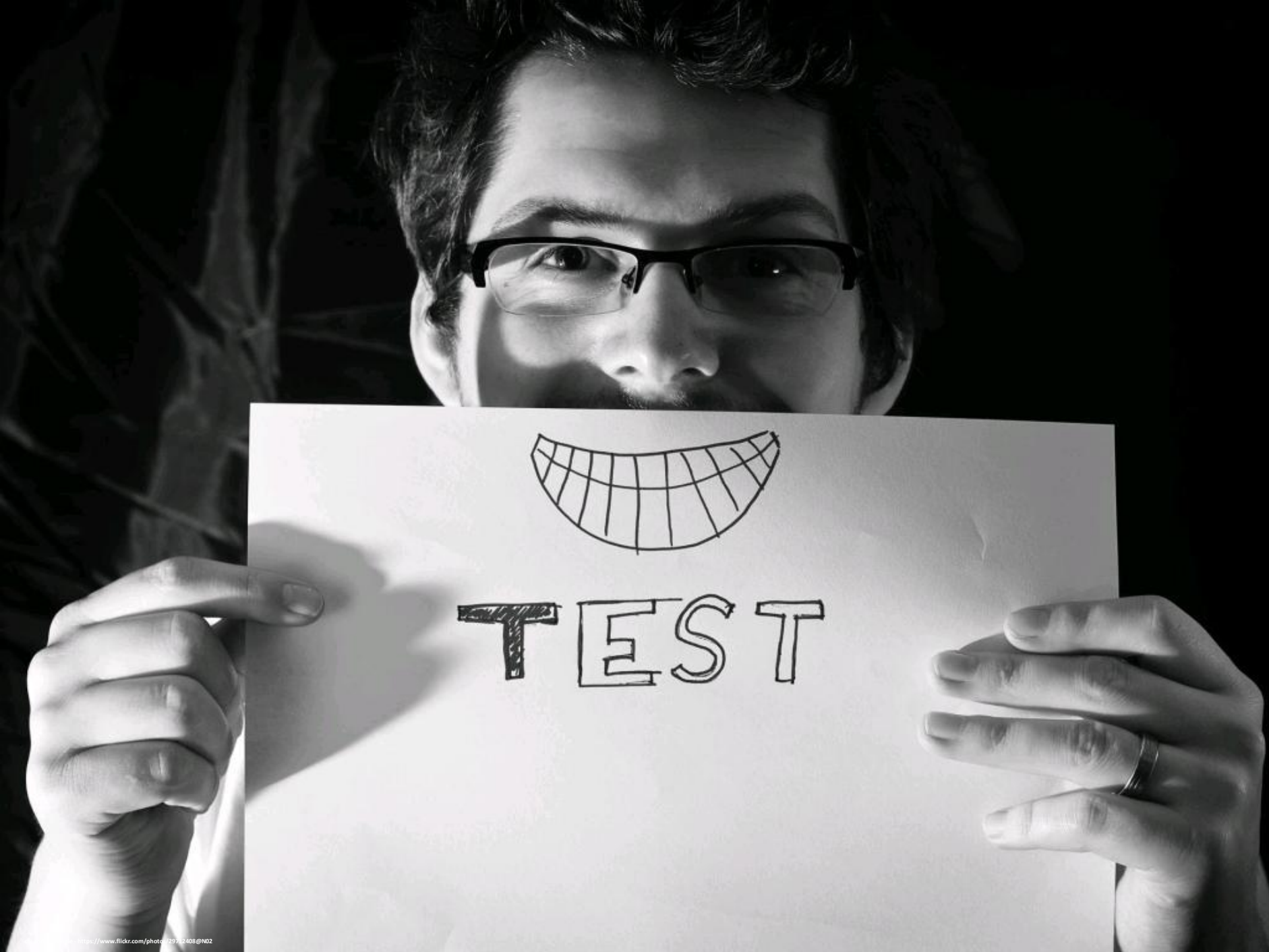
# Components d'una avaluació basada en estàndars i valor afegit (Connecticut, 2016)





COM MILLORAR L'EFECTE DOCENT?





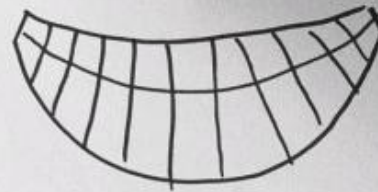
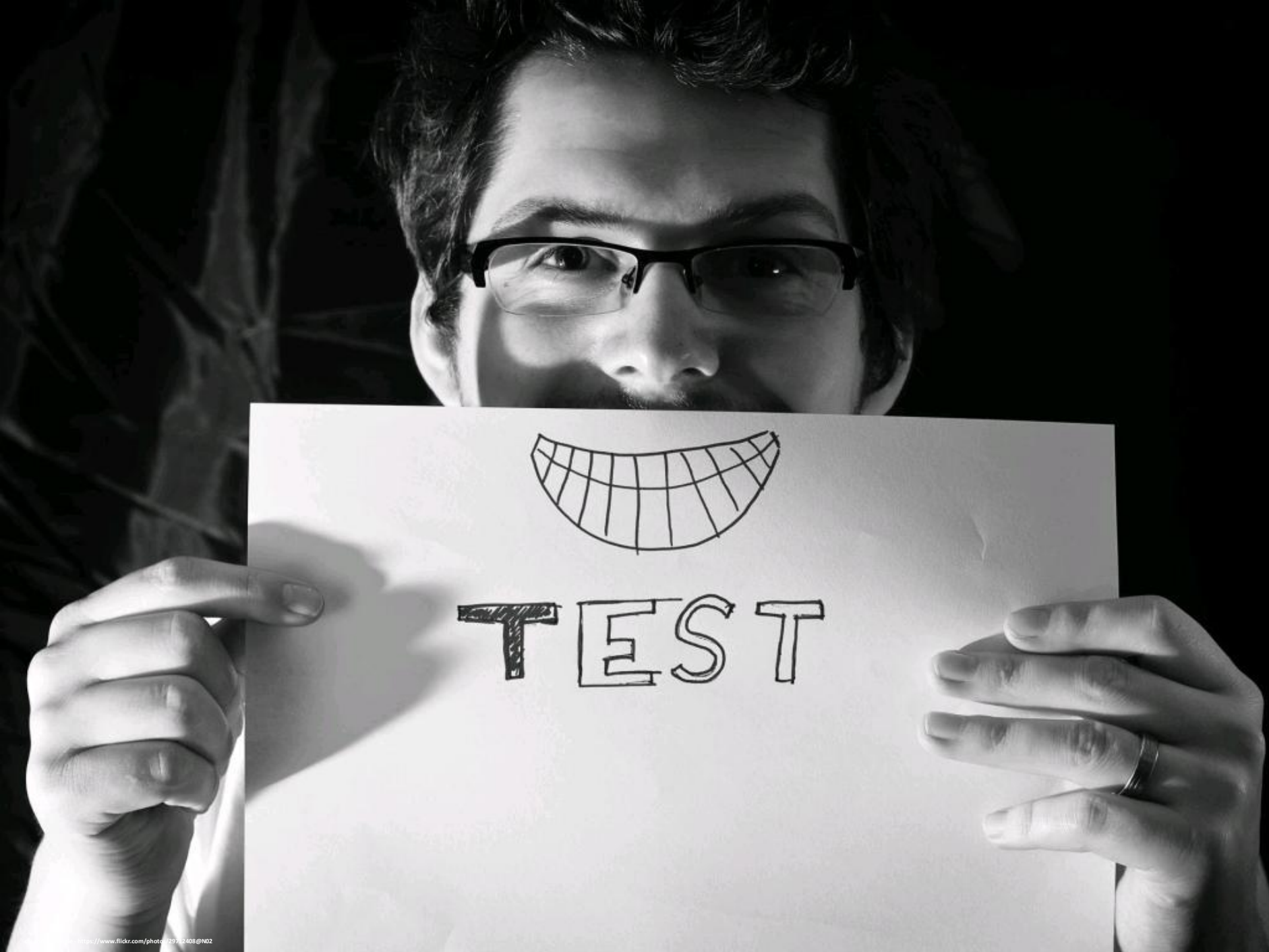
TEST

# Docència basada en l'evidència

- A. Ensenyament recíproc**
- B. Feedback**
- C. Relació docent-professor**
- D. Agrupaments homogenis**
- E. Repetició (un curs)**
- F. Mapes conceptuals**
- G. Discurs disciplinari**
- H. Aprenentatge cooperatiu**
- I. Deures (secundària)**
- J. Ensenyament individualitzat**

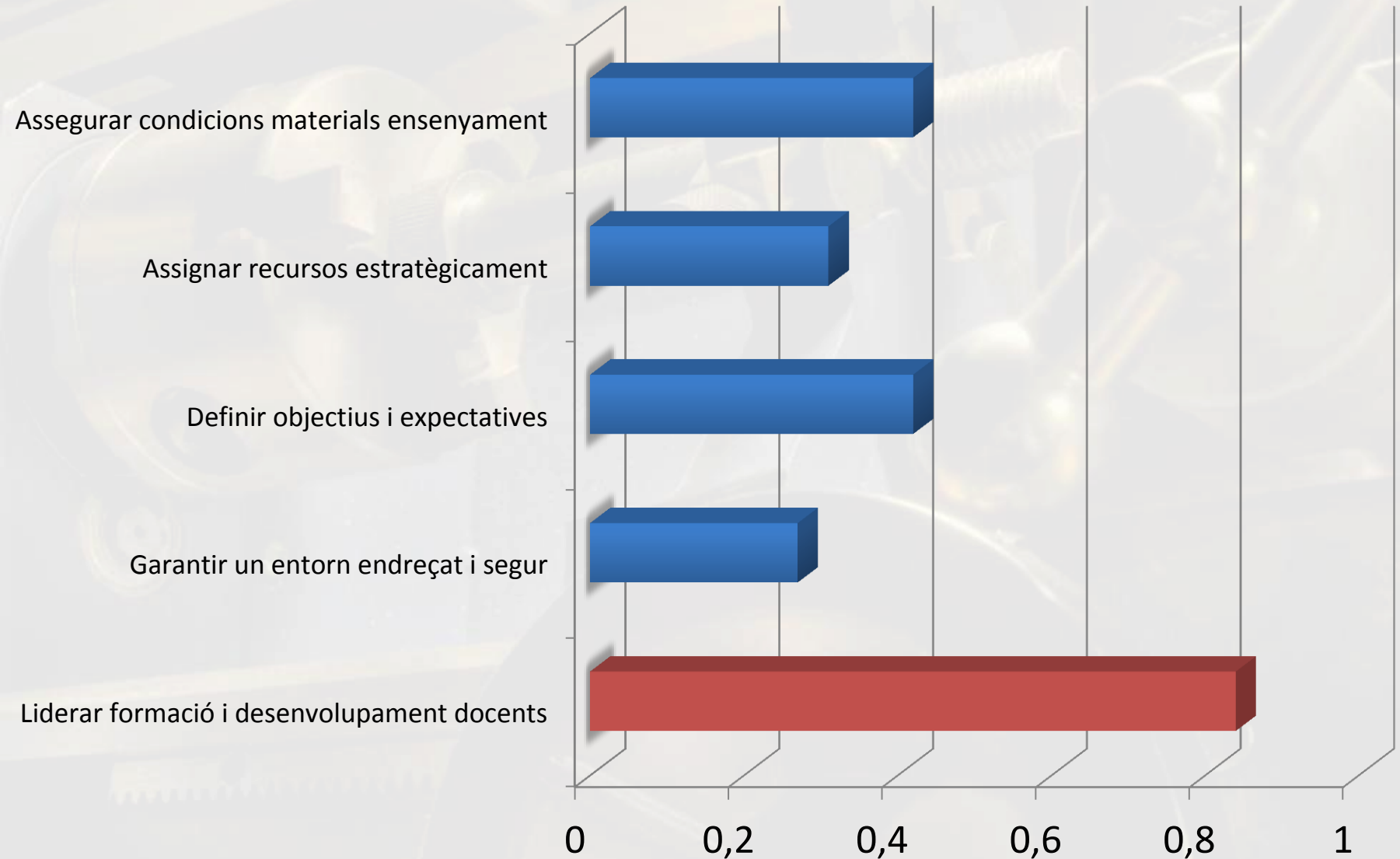
# Estimació efectes

<b>G. Discurs disciplinari</b>	<b>.82</b>
<b>B. Feedback</b>	<b>.75</b>
<b>A. Ensenyament recíproc</b>	<b>.74</b>
<b>C. Relació docent-alumne</b>	<b>.72</b>
<b>F. Mapes conceptuais</b>	<b>.57</b>
<b>H. Aprenentatge cooperatiu</b>	<b>.41</b>
<b>I. Deures (secundària)</b>	<b>.29</b>
<b>J. Ensenyament individualitzat</b>	<b>.22</b>
<b>D. Agrupaments homogenis</b>	<b>.12</b>
<b>E. Repetició (un curs)</b>	<b>-.16</b>



TEST

# Efectes de les intervencions de la direcció escolar (Robinson, 2011)



## Autonomia escolar, descentralització

- Tasques d'administració i gestió
- Portar la “botigueta”
- Gestionar recursos econòmics i humans

## Retre comptes

- Una nova cultura de l'avaluació
- Planificació estratègica, posada en pràctica, avaluació
- Importància indicadors

## Millorar aprenentatges

- El que compta és l'aprenentatge
- Una comunitat professional en desenvolupament
- Èmfasi en els resultats d'aprenentatge

# Lideratge pedagògic: per a investigar

## British Columbia: Coordinators of Inquiry



Senior Teacher

Help lead inquiry approach and collaborative working groups



Coordinate and organize teacher development



Support teachers in identifying student learning issues and setting inquiry research questions



Demonstrate lessons



# Lideratge pedagògic: per a desenvolupar el curriculum

## Hong Kong: Curriculum Leaders



**Deputy Principal**

Help lead school-based curriculum planning and implementation



Promote professional development culture



Support school head in assessment planning and coordination



Lead in improving teaching and learning





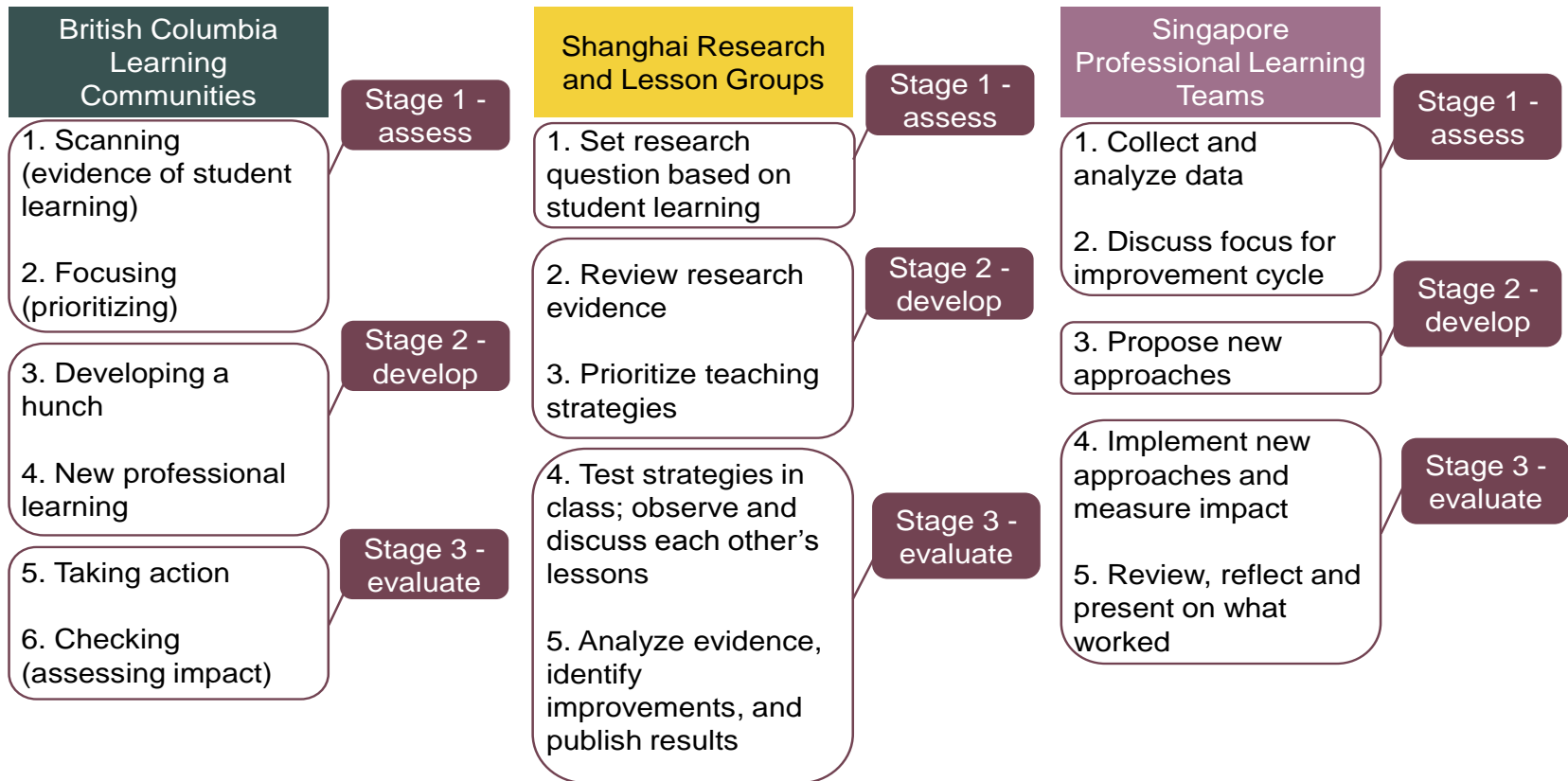
# Lideratge pedagògic: per a contribuir al desenvolupament docent

## Singapore: School Staff Developers

The infographic is set against a teal background. On the left, a white icon of a person with glasses and a tie is labeled 'Head of Department'. To the right, four icons represent different roles: a group of three people with arms raised, a person with a scale, a person pointing at a screen with a bar chart, and two people on a platform. Each icon is accompanied by a descriptive text block.

- Head of Department**
- Help champion, plan, and facilitate professional learning**
- Balance teacher needs and school priorities for teacher development**
- Lead learning needs analysis in school**
- Guide teachers on effective practices**

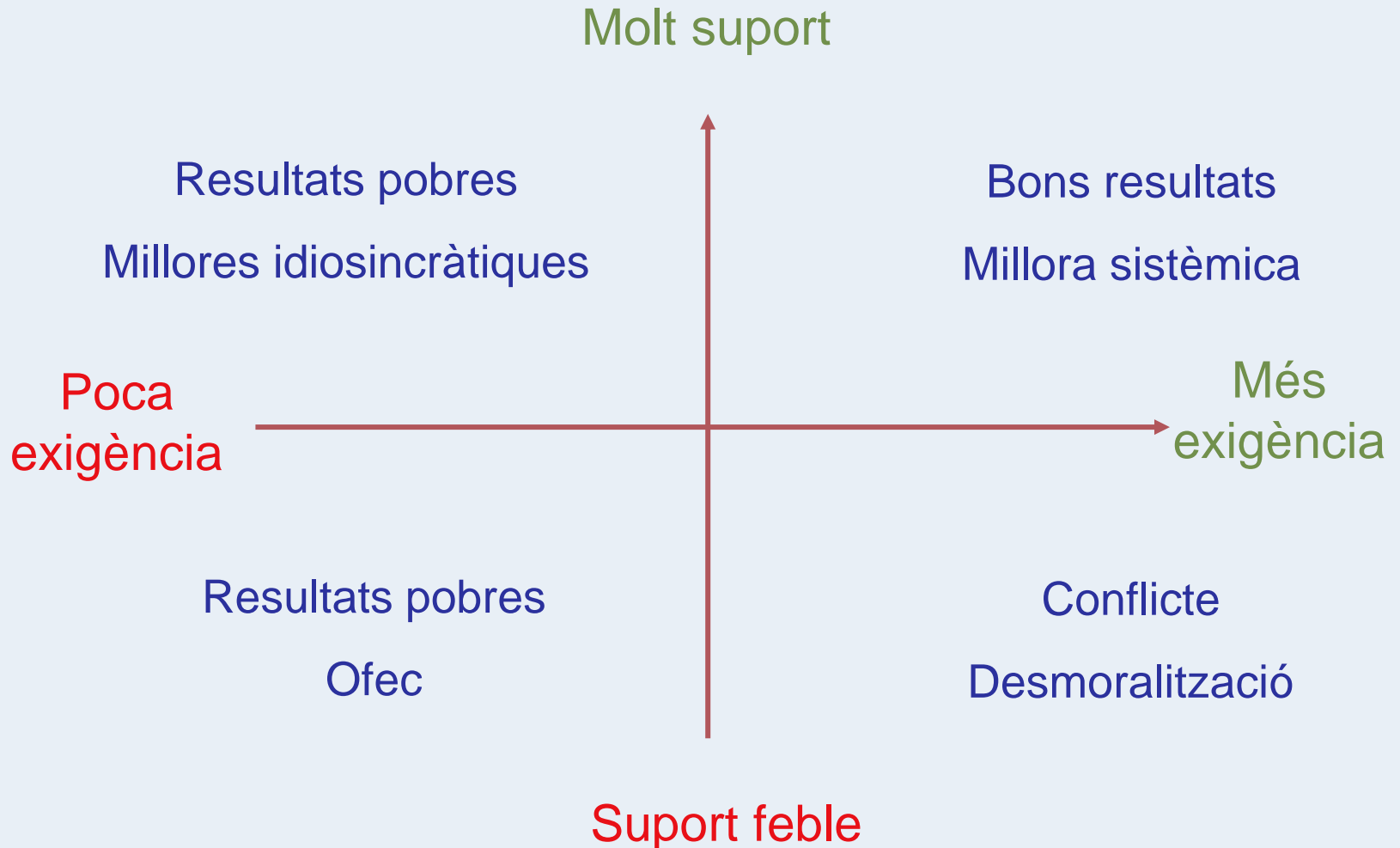
# El centre com a comunitat de desenvolupament professional





EI SECRET RAU EN LES CAPACITATS

# I en un entorn que les afavoreixi!



# Molt agraït

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Ja disponible a:



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