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Learning Environment – Does it Matter?

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The Global Learning Crisis

«Around 250 million children are not learning basic skills even though half of them have spent at least four years in school.»

Global Monitoring report 2013/14



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Importance of the Learning Environment

«Det overordna målet for satsningen, er at alle elever opplever et godt og inkluderende læringsmiljø som fremmer deres trygghet, helse, trivsel og læring.»

Utdanningsdirektoratet, 2009-14



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Quality Learning Environment Characteristics

- Learning environments must ensure children's emotional and psycho-social protection
- Learning environments must be physically safe
- There must be an active, child centered learning process
- Parents and communities must actively support the children's learning process



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LEARNING *and* DEVELOPMENT

1. MEET LEARNERS' EMOTIONAL AND PSYCHOLOGICAL NEEDS

For example:

- Child Safeguarding Policy / Code of conduct for learners and teachers ensuring wellbeing is in place
- Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support

2. PROTECT CHILDREN'S PHYSICAL WELBEING

For example:

- An area of space for learning exists that is safe for all learners
- Adequate sanitation facilities are available for all learners
- Learners participate in health promotion programs

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3. CHILD-CENTERED TEACHING AND LEARNER ENGAGEMENT

For example:

- Teachers are present and provided with continuous support to improve their practice in key areas specific to their role
- Teachers use mother tongue of the majority of learners to further explain key concepts and support learning as needed

4. PARENT AND COMMUNITY ENGAGEMENT

For example:

- Teachers and parents collaborate on key issues affecting the children's learning process, such as absenteeism, sickness, performance or discipline
- Parents and communities are trained in how they can support the children's learning process

Excerpt from Save the Children's QLE model. Examples of indicators.





Quality Learning Environment Indicators

1. Emotional and psychological protection	2. Physical protection	3. Active learning process, improved learning outcomes	4. Close collaboration between school and parents/community
1.1 Child safeguarding Policy/ Code of conduct for learners and teachers ensuring wellbeing is in place	2.1 An area of space for learning exists that is safe for all learners	3.1 Teachers are present for their classes	4.1 SMC/PTA/CEC/SDS includes representatives from a cross-section of the community
1.2 School has mechanism in place for receiving and responding to complaints from fellow learners and teachers	2.2 Safe drinking water is available for learners and staff	3.2 Teachers have specialized training relevant for their role and appropriate national qualifications where they exist	4.2 Teachers and parents collaborate on key issues affecting the children's learning process, such as absenteeism, sickness, performance or discipline
1.3 Learning environments are free of discrimination, violence, intimidation, bullying and harassment	2.3 Adequate sanitation facilities are available for all learners	3.3 Teachers are provided with continuous support to improve their practice in key areas specific to their role	4.3 Parents and communities are trained in how they can support the children's learning process
1.4 Teachers interact with all learners in a positive and respectful manner regardless of their background	2.4 The play area is safe for all learners	3.4 Learning is supported through the use of relevant visual aids and other teaching materials	
1.5 Teachers are trained in psychosocial support to detect cases of abuse or trauma among their students and provide support	2.5 Learning environments are accessible to the populations they serve in terms of hours, locations and fees	3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes	
	2.6 Learners participate in health promotion programs	3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning as needed	
	2.7 A School Disaster Management Plan, addressing disasters with the strongest likelihood is in place	3.7 Teachers ask individual questions and interact with the learners	
		3.8 Teachers use some form of informal or formal learning assessment either on an ongoing basis or specified times of the year	
		3.9 Teachers are trained on child rights and child protection	
		3.10 Learners participation is ensured during development and implementation of teaching and learning services	
		3.11 Learners participate actively in decision making activities in their schools	
		3.12 The learning environment encourages expression of child rights and learners are knowledgeable about their rights	

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Quality Learning Environment Indicators

3. Active learning process, improved learning outcomes

3.1 Teachers are present for their classes

3.2 Teachers have specialized training relevant for their role and appropriate national qualifications where they exist

3.3 Teachers are provided with continuous support to improve their practice in key areas specific to their role

3.4 Learning is supported through the use of relevant visual aids and other teaching materials

3.5 Teachers develop, follow and adapt lesson plans to the needs and abilities of learners in their classes

3.6 Teachers use mother tongue of the majority of learners to further explain key concepts and support learning as needed

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QLE Response Scales

For a learning site to “achieve” a Guiding Principle, 50% of items within the Principle must score 3 or 4 (excluding NAs)

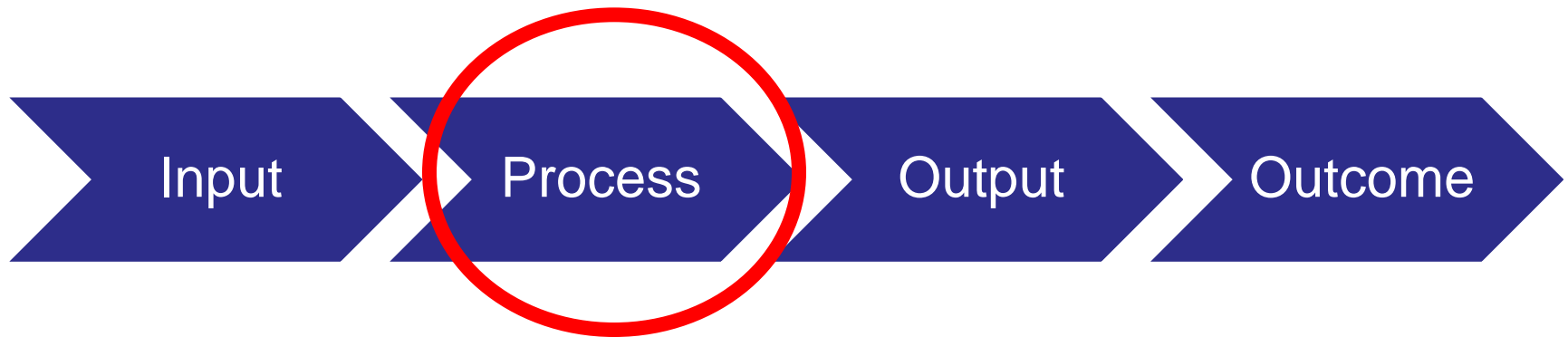
- Not Applicable (NA)
- 1 = Indicator is not at all achieved
- 2 = Indicator is partially achieved
- 3 = Indicator is achieved
- 4 = Indicator is exceeded



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The Benefit of Monitoring the Learning Environment



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A Save the Children response
to the global learning crisis



Today, there are more children in school, not learning, than there are children out of school.



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