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Literature mapping: Effective practices in training teachers and facilitators in recovery learning strategies.

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About this report

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Note of the edition:

In this publication, terms such as “the student” or “the teacher” and other similar terms, plus their respective plurals, are used inclusively to refer to both the male and female genders. Their respective plurals, to refer to both the masculine and feminine genders.

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About the Knowledge & Innovation Exchange (KIX) initiative

The Knowledge and Innovation Exchange Hub (KIX) of Latin America and the Caribbean (LAC) is a joint initiative of the Global Partnership for Education – GPE – and the International Development Research Centre (IDRC), which brings together various stakeholders in education. The regional network is led by SUMMA (Educational Research and Innovation Laboratory for Latin America and the Caribbean), and the Organization of Eastern Caribbean States, and aims to contribute to the strengthening of education systems in partner countries: Dominica, Grenada, Guyana, Haiti, Honduras, Nicaragua, Guatemala, El Salvador, Saint Lucia, and Saint Vincent and the Grenadines. KIX connects expertise, innovation and knowledge to help developing countries build stronger education systems and move towards SDG 4: inclusive and equitable quality education for all.

About SUMMA

SUMMA is the first Laboratory of Education Research and Innovation for Latin America and the Caribbean. It was established in 2016 by the Inter-American Development Bank (IDB), with support from the education ministries of Brazil, Chile, Colombia, Ecuador, Mexico, Peru and Uruguay.

Since 2018, the ministries of Guatemala, Honduras and Panama have also joined. Its mission is to contribute to and increase the quality, equity and inclusion of the region's education systems by improving the decision-making process for education policies and practices. To accomplish its mission, SUMMA organizes its actions in three strategic pillars that allow the promotion, development and dissemination of (1) cutting-edge research aimed at diagnosing the main challenges in the region and promoting shared work agendas, (2) innovation in education policies and practices aimed at providing solutions for the main education problems in the region, and (3) collaborative spaces that allow exchange between policymakers, researchers, innovators and the school community, based on a shared regional agenda.

About the Organisation of Eastern Caribbean States (OECS)

The Organization of Eastern Caribbean States (OECS) was created in 1981 as an intergovernmental organization for promoting cooperation, harmonization and integration among its member states.

OECS has developed a considerable amount of valuable knowledge sharing and direct technical assistance among Ministries of Education. It has also been part of the Regional Education Strategy and has supported participatory planning and monitoring processes. In this regard, the OECS has a strong leadership role with the Caribbean States, and especially in supporting the countries that belong to this territory: Dominica, Grenada, St. Lucia and St. Vincent and the Grenadines. As a current partner of the GPE, the OECS has led the implementation of the Education Sector Plans in these states.



Foreword

The countries of Latin America and the Caribbean (LAC) continue to face major social challenges. Two years after the onset of the COVID-19 health crisis, we are left with an unprecedented loss of learning, which is one of the key challenges facing the world in the coming decades. The recovery and of learning -especially that of the most disadvantaged students- has become a priority for education systems worldwide, so today it is urgent to move forward under the slogan of transforming our education systems into living and collaborative ecosystems that make use of evidence, innovation and knowledge sharing to address issues related to access to comprehensive education in different educational contexts.

Therefore, the KIX initiative for Latin America and the Caribbean, launched by the alliance between SUMMA - Laboratory for Research and Innovation in Education for Latin America and the Caribbean - and the Organisation of Eastern Caribbean States (OECS), concentrates its efforts on contributing to improving the equity and quality of education systems in the region through its three areas of work: (i) the identification of a regional education policy agenda, (ii) the mobilisation of evidence, knowledge and innovations, and (iii) the strengthening of the institutional capacities of the member states of the Global Partnership for Education (GPE) network. This KIX LAC Hub thus aims to contribute and make a real contribution to the construction of fairer and more sustainable education systems.

In this context and with the conviction of the importance of providing tools, strategies and programmes that can be replicated in different educational contexts, SUMMA and OECS have promoted two literature mappings on recovery learning. The present report entitled *Literature Mapping: Effective Practices in the Training of Teachers and Facilitators in Recovery Learning Strategies*, was carried out based on the evidence compiled in the previous literature mapping on student recovery learning , and seeks to respond to the challenge related to the implementation of training programmes and workshops that have an impact on teachers, improving their practices in the current context.

It is hoped that this comparative systematisation will be a valuable tool for reflection and articulation with the educational community, promoting a regional collaboration agenda that will make it possible to strengthen learning spaces and dialogue among the different educational actors and decision-makers in the countries.

KIX LAC Team - SUMMA

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Introduction

This report is based on the evidence compiled in the “Mapping the Literature on Student Recovery Learning” Report (December 2021) prepared in support of the KIX LAC project. The purpose is to provide a literature mapping of effective practices in teacher and facilitator training¹ for recovery learning.

The synthesis collected in this report was elaborated from previous works by Marcelo and Vaillant (2018) and Vaillant and Marcelo (2015) who have studied the subject in depth and systematically analysed the production of author-referents on the subject. The aforementioned production forms the basis for the synthesis made in the paragraphs that follow about effective practices in terms of continuous training of teachers and facilitators. It should be recalled that this is a topic that has been present for decades in the pedagogical literature, so that some of the bibliography cited is not recent.

The most relevant result of the literature review conducted is that the traditional paradigm whereby continuous training is organised around units of knowledge or skills, taught by experts, in locations far from schools, with limited duration, with little follow-up and practical application have no chance of changing either the beliefs or practices of teachers (OECD, 2019).

Over the last twenty years, the number of innovative activities in the field of training has multiplied. However, they have often had little impact on learning. According to Aguerrondo and Vaillant (2015), in order to carry out training processes in today’s world, it is necessary to identify emerging trends. And there are two main areas where we can find these emerging approaches: on the one hand, aspects that have to do with the structure and organisation of teacher training and on the other hand, with the pedagogical model that supports the teacher preparation proposal.

How can we develop training programmes and workshops that impact teachers by improving their practice? Teachers need to learn how to do it in practice (Darling-Hammond, 2017). Teachers need to know how to learn from practice, since teaching requires improvisation,

conjecture, experimentation, and rating. But learning by doing is not a naturally occurring process.

Ball and Cohen (1999) established three conditions for learning to occur from practical experience:

- teachers have to know how to adapt their knowledge to each situation, which implies inquiring about what students do and think and how they understand what they have been taught;
- teachers should learn how to use their knowledge to improve their practice, and
- Teachers need to learn how to frame, guide, and review student assignments.
- Focusing continuing education workshops on practice does not necessarily imply real-time classroom situations. To learn, teachers need to use practical examples, written case stories, multimedia simulations, teaching observations, teacher diaries. Having support from physical or virtual materials could allow teachers to inquire about their practices and analyse teaching tasks.



¹ Although we adhere to the non-sexist use of language, in this article we use the generic masculine in accordance with the rules of the RAE and for economy of language. It should be noted that the word ‘docente’ is used as a synonym for both the word ‘maestro’ and the word ‘profesor’.



1. Effective training practices

Teachers often perceive that the performance standards and knowledge provided in the training courses or workshops in which they participate have little to do with the knowledge and professional practices they develop in their schools (Farrell, 2016). The initial training curriculum tends to dismiss, as less important, the need to integrate diverse knowledge that is the basis of practical work.

Teacher education should include content knowledge and didactic content knowledge, as research has shown that there is a positive relationship between both dimensions

(Kleickmann et al., 2013). In this sense, Berry et al. (2016) point out that the development of didactic content knowledge is an evolutionary process that begins in initial training, extends into teaching practice and then into continuing professional development. In that sense, adequate and consistent learning opportunities should be provided that support teachers and teachers in the development of such didactic content knowledge (Van Dijk, 2008). Hawley and Valli (1998), based on a detailed analysis of teacher training programmes and workshops, have systematised nine principles for their effectiveness, which are summarised in Table 1.

Illustration 1
Effective continuing education practices

Principle	Evidence	To be taken into account in training
Focusing content on substance	Effective actions to prepare a teacher are those that focus on the substance of what is learned as well as how it is learned.	Focus teacher preparation on what students are expected to learn and on effective teaching strategies to achieve it.
Analyse student learning	Indicators related to student learning constitute a key input for the planning of training actions.	The starting point is the students' current learning and reflection on the learning that they aspire to achieve.
Identify the teachers' needs	Prior detection of teachers' training needs improves the incorporation of new knowledge.	Identify teacher preparation and improvement needs in relation to solving student learning problems in particular contexts.
Considering the school as the backdrop	Teachers learn from their work in a specific context	Take into account the reality of the educational centres and the daily work of teaching.
Prioritising collaboration	When teachers work collaboratively, their performance improves.	Work around collaborative problem solving in interdisciplinary groups, learning communities.
Incorporate multiple sources of information	Teachers learn when they receive feedback about their learning from multiple sources.	Include information on the learning outcomes of the teachers participating in the training through self-evaluation processes, observations...
Consider teachers' beliefs	When teachers have an adequate understanding of the theory that underlies their concrete practices, they are better able to incorporate new ideas and ways of doing things.	Consider the beliefs, experiences and habits of teachers as these act as a filter of knowledge and guide behaviour.
Connecting training with change processes	When training activities integrate a process of global educational change, teachers incorporate new learning more easily.	Connecting training to a broader and more comprehensive change process focused on improving student learning in schools.
Provide continuous follow-up and support.	The improvement of teaching activities occurs when there is permanent monitoring and support to the teacher.	To contemplate instances of support after the training sessions, in order to facilitate the implementation of new ideas and ways of doing things.

Reference: Synthesis by Vaillant&Marcelo (2022) based on Hawley & Valli (1998).



The principles listed in Table 1 summarise the accumulated knowledge regarding the characteristics of programmes that generate deep learning in teachers. These principles are still valid today despite the time that has passed since their publication. As we will develop below, these principles serve as the basis and foundation for the training strategies that we will present.



2. The impact on the teaching activity

In order to analyse the structure of training activities and evaluate their impact on teacher performance, it is necessary to consider, among other things, the way in which they are designed and implemented. Bredeson (2002) characterised good professional development programmes by pointing out that they focus on teachers as a fundamental element for student learning, although they also include other members of the community. In addition, they allow teachers to develop competence in content, teaching strategies, the use of technologies, and other essential elements for quality teaching. These are programmes that promote inquiry and continuous improvement in the school. They are organised in a coherent long-term plan and evaluated on the basis of their impact on teaching effectiveness and student learning.

According to Bedeson (2002), professional development should consider the principles of *Utilitas*, *Firmitas* and *Venustas*. *Utilitas* or function that refers to the fact that the design, development and intended outcomes of learning activities should serve the people involved: teachers and learners. *Firmitas* or structures refers to the processes, materials and content that serve the needs of the users. Structure has to do with concrete and visible aspects of professional development. Finally, *Venustas* refers to the attractiveness of materials and spaces that awaken teachers' motivation and positive emotions.

Other authors, such as Hargreaves (2003), have insisted on collaboration and team learning as a fundamental component in improving teacher performance. Little (2002), for his part, highlights the benefits of teamwork and concludes that the possibilities of improving teaching and learning increase when teachers collectively question ineffective teaching routines. It is also beneficial when teachers examine new conceptions of teaching and learning collectively, find ways to respond to differences and conflicts, and become actively involved in their professional development.



3. Programmes that work

Ingvarson, Meier & Beavis (2005) asked which components of training have the greatest impact on improving teacher teaching? To answer this question, they probed four major continuing teacher education programmes in Australia. The findings of this research offer us considerable light in answering the question under this heading.

According to these authors, these are programmes that offer teachers opportunities to focus on the content that students should learn, as well as on how to deal with the difficulties that students will encounter in that process. In addition, they are supported by research evidence about student learning and include opportunities for teachers to collaboratively analyse their teaching task.

High-impact professional development programmes seek to get teachers to actively reflect on their practices and compare them with appropriate indicators of their professional performance. Moreover, they involve teachers in identifying what their needs are and what learning experiences best meet those needs. They also provide time to try out new teaching methods, and receive support and advice in their classes when they encounter implementation problems.

Ingvarson et al. (2005) emphasise that successful programmes are those that include activities that encourage teachers to make their practices less private so that they can receive feedback from their colleagues.

Guskey (2003) has been one of the researchers who has specialised in investigating the characteristics of good teacher professional development programmes. This author made a comparative study of different works that list the characteristics of training programmes that have a positive impact in the classroom. It would seem that the programmes that have the most favourable impact on teacher performance are those that focus on disciplinary content knowledge and on how to teach. The author concludes that professional development activities should be developed around broader reform initiatives and present models of good teaching.

4. The key: student learning

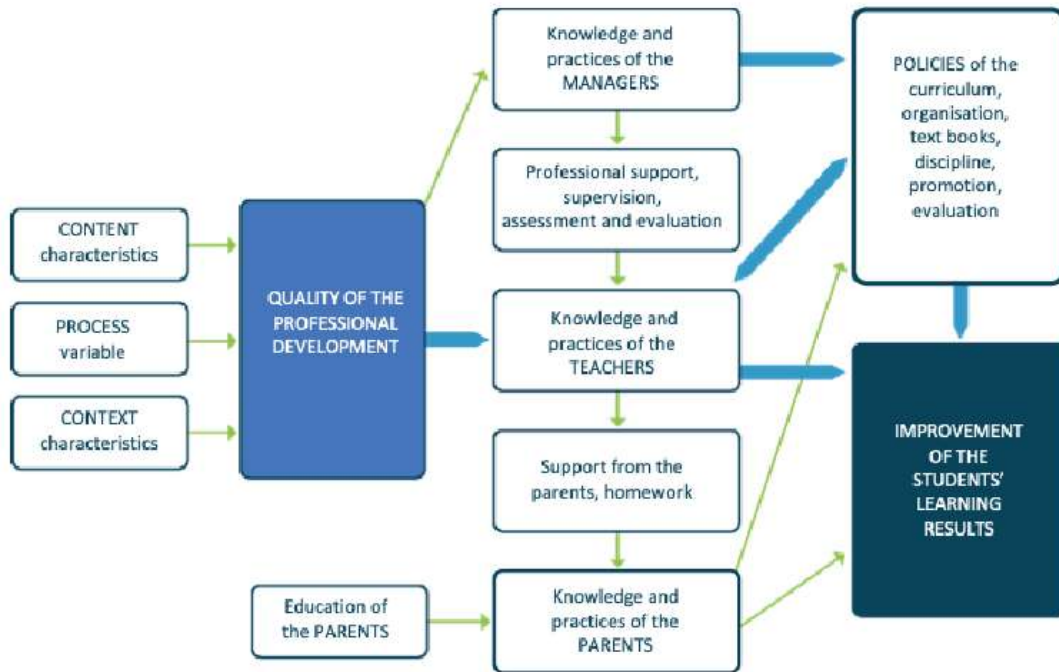
For decades, the pedagogical literature has argued that the quality of continuing teacher education is closely linked to student learning. Thus, Guskey & Sparks (2002) state that *“For many years, educators have operated on the premise that professional development is good by definition, and therefore the more the better. However, the current emphasis on accountability has led to a new demand for evidence about the effectiveness of professional development programmes and activities. In particular, policymakers and educational leaders want concrete evidence of the impact of professional development on student learning outcomes.”*

Guskey & Sparks (2002) propose a model that includes student learning as an indicator of the quality of good continuing education programmes and workshops. The model integrates three basic elements that underpin the quality of a training activity: content, process and context. **Content** refers to the “what” and is linked to knowledge, skills, understanding of a discipline, and how students learn it. The **process** is the “how” of professional development and has to do not only with the activities that are promoted but also with the way they are planned and implemented. The characteristics of the **context** refer to the “who, when, where, and why” of continuing education. These variables involve the organisation, the system or the culture in which the training is implemented.





Illustration 2
Articulation between training and student learning



Model of relationships between professional development and improvement in student learning (Guskey and Sparks, 2002).

The content, processes and context of training activities are very important elements in determining the quality of professional development, but it must be recognised that they are not the only variables that affect student learning. Learning is determined by a set of factors that interrelate to better explain learning opportunities, including educational policies, school management, supervision, counselling and assessment. These factors condition the opportunities for teachers to apply innovations in the classroom. On the other hand, the incidence of the context and the student's home has a notable influence on learning, according to various international reports (PISA).

5. The different approaches

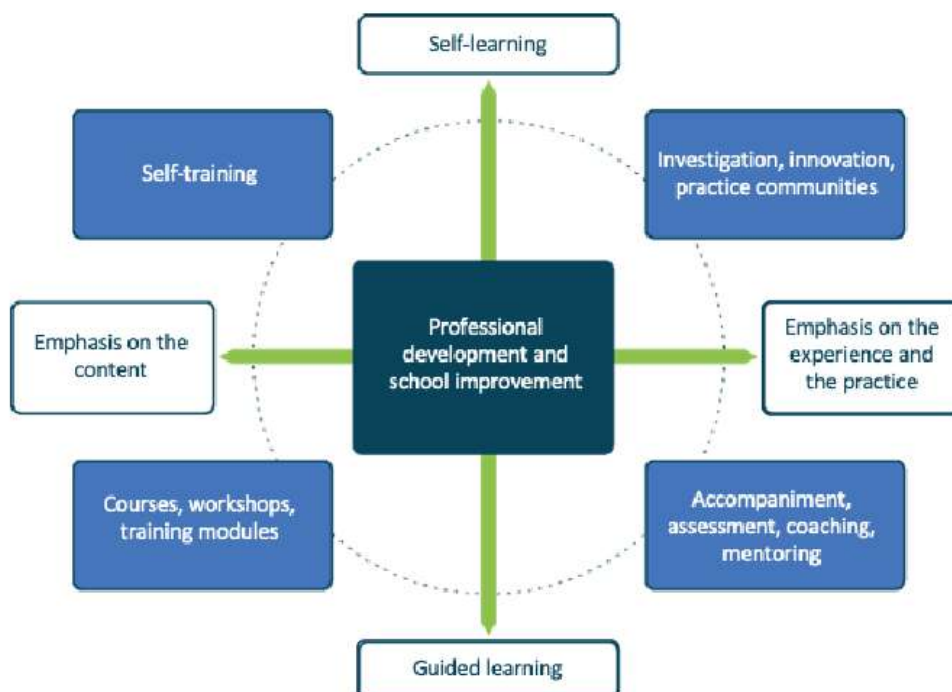
One of the characteristics of professions in the 21st century is their permanent evolution and change. Where do teachers learn to prepare for and anticipate these changes? It is largely through **self-training** that some teachers find the answer to new needs (Vaillant and Marcelo, 2015). Informal learning, experiential learning and self-training processes are increasingly present in the lives of teachers and professors due to the facilities provided by technology and the possibility of connecting with each other. The process of autonomous learning allows the acquisition of skills and knowledge, but at the same time, it poses four main challenges: conceptual, methodological, recognition and pedagogical (Lecat et. Al., 2019). The methodological challenge is related to the need to develop innovative training strategies that allow capturing tacit knowledge in teacher training. Self-training, as Marcelo (2010) describes, is a process through which the individual determines and directs the characteristics of his or her formative path. It is generally developed through informal or non-formal channels.



Heterolearning refers to the classic training model whereby adults learn through formal, face-to-face or online situations, based on their interaction with trainers and structured content. Eco-training is linked to processes in which the teacher interacts with his or her environment (near or far) and develops processes of inquiry, research, innovation or collective improvement.

As we can see, there is no single approach to the question: how do teachers learn? Different points of view and orientations can be adopted depending on the importance given to some of the dimensions that explain the context of training. In Illustration 3 we represent in a very synthetic way different orientations and emphases in the training process. Each orientation and emphasis gives rise to different training strategies, as we explain below.

Illustration 3
Orientation and training emphasis



(Based on Wenger and Ferguson, 2006).

As illustrated in Figure 3, the training programmes and workshops are articulated around different orientations and emphases. In the first place, there is the *Self-Learning-Guided Learning Axis*, which involves the scenarios in which adults learn. At one pole of the axis we place the learning that is carried out autonomously, by individual initiative of the teachers (individually or in teams). This type of training modality has always existed in education: people learn through experience, reflection or personal study. There is no need for third parties to orient or guide. At the opposite pole of the axis are scenarios in which teachers' learning is guided by figures outside the school, be they trainers, management or supervisory teams. In the latter case, teachers play a less leading role and participate in

training programmes designed totally or partially by other people with knowledge and experience.

In second place, Illustration 3 shows the *Axis Emphasis on Content - Emphasis on Experience and Practice*, which refers to the priority of training. In some cases, more importance and visibility is given to the need for teachers to learn content or competencies in areas considered a priority. In the opposite axis, the emphasis is not so much on content (which is also important) but on processes. In this scheme, teachers work in teams, develop their professionalism and improve their performance through the design and development of innovation, experimentation, school improvement and action-research projects.

6. The various modalities

As we have shown in Illustration 3, training processes are developed through different modalities, which we will analyse in the following paragraphs.

6.1. Self-training

As we have already expressed in the preceding section, self-training is a process by which people, individually or in groups, assume their own development, equip themselves with their own learning mechanisms and procedures, which is mainly experiential. It is a type of informal, non-formal training, without a closed programme, by direct contact, where experience serves as an argument for learning (Marcelo, 2010). Tremblay, for his part, characterises self-training as a situation in which the main motivation of a person is to acquire knowledge and skills (know-how) or to proceed to a lasting change in oneself (learning to be).

Virtual classrooms, educational websites, blogs, social networks, have expanded among teachers and are becoming clear examples of opportunities for self-training. Today, many teachers use the Internet for leisure or personal communication, but also as an educational and professional tool. Networks or virtual communities of teachers have emerged and expanded in cyberspace (Marcelo & Marcelo, 2021). The confinement produced by Covid-19 has increased the modalities of distance learning, through the use of a diversity of formats and platforms (Maity et al. 2021; Schleicher, 2020).

In recent times MOOCs (Massive Open Online Courses) have become a key space for self-training. This is a pioneering experience by the best universities in the world that has gradually spread to Spanish-speaking universities. Specific platforms have been created such as Udacity (<https://www.udacity.com>), Coursera (<https://es.coursera.org>), EdX (www.edx.org/es) among others.

In informal learning and self-training, the teacher prepares himself/herself outside the educational institution and any kind of accompaniment. Increasingly, these modalities break with the idea of learning alone due to the presence of social networks (online information, blog, Twitter, Facebook...). Teachers in training are no longer alone as they share with others. And the future surely holds infinite possibilities with the emergence of web 3.0 related to artificial intelligence. Websites that connect with each other according to user interests and artificial intelligence technologies that make navigation more fluid

and enriching will offer new opportunities for autonomous learning.

Informal learning processes, learning through experience and self-training have been a reality for decades, but today they are gaining new relevance due to the opportunities offered by cyberspace. In this sense, training must be understood as a much more complex phenomenon than a series of face-to-face courses. Incorporating informal learning into training practices and giving it recognition implies a change in the professional work culture. It also implies a commitment to a training model committed to self-regulation and teacher autonomy.

6.2. Communities of practice

A second modality is represented in Figure 3 by communities of practice. These have a situated character as they place teachers at the centre of the action. Communities of practice can be face-to-face or online.

Sometimes communities of practice develop in virtual spaces (Carpenter et al., 2019). Teachers and professors learn informally through other colleagues in what Rosenberg et al. (2016) conceptualise as “affinity spaces” (Rosenberg et al., 2016). An affinity space is a “place where people affiliate with others based primarily on shared activities, interests, and goals” (Gee, 2005, p. 67). These spaces generate communities, no longer solely composed of popular topics or themes, but of people seeking connection and collaboration with each other (Carpenter et al. 2020).

An example of a community of practice can be seen in the *lesson study* methodology (Estrella et al., 2020). This proposal, which originated in Japan, leads teachers to plan a lesson in detail and jointly, which is then put into practice in real or simulated form and recorded on video. The analysis of the video allows the lesson to be improved both in its planning and in teaching, which in turn leads to a new learning cycle.

A similar methodology, but originating in China, called *Keli* and cited by Hiebert & Morris (2012), refers to the process of review by a group of teachers of their own teaching. At first, a teacher plans and teaches a lesson to a real class, under the watchful eye of a group of teachers belonging to the project. After this observation, the first analysis and feedback is produced, based on the differences between the observed practice and the professional performance standards. Then, the design revision phase takes place and the lesson is taught again in different classes in the same school. This new teaching is also observed



by the teachers in the group, followed by feedback. In the third phase, the teacher delivers the lesson again with the inclusion of revisions made. The goal is to achieve an exemplary lesson that can be shared with other teachers through its description and multiple narratives (Huang & Bao, 2006).

6.3. Courses, Workshops and Training Modules

Figure 3 represents a third modality characterised by a predetermined sequencing of contents and methodologies in previously established times and spaces. It is a training that is generally articulated from a double track (Sutherland, Howard & Markauskaite, 2009): a formalised curriculum, basically of a conceptual nature, and a set of more or less supervised practical experiences.

According to Monereo (2010), the most widespread training modality refers to courses or seminars in which the trainer usually starts from structured contents, based on the topics and activities to be developed in specific spaces and times. The basic concept is that training teachers means “modelling” them so that they are able to transfer these models of behaviour to their classes in a reliable manner. To achieve this, it is essential to present and train the set of operations to be performed, including the internal or mental operations that need to be thought through.

It is also possible to identify more innovative proposals in terms of courses and workshops associated with training modalities in which the teacher’s reflection is the articulating axis (Monereo, 2010). In these cases, training is linked to the teacher’s reflection on his or her own conceptions and practices. In methodological and instrumental terms, this modality arises from a systematic analysis of their own practice through, among others, self-observation, the preparation of professional diaries, life stories, anecdotes, logs, teaching portfolios or through the analysis of cases.

When courses and workshops are based on a systematic analysis of teaching practices, the trainer does not start from a prior programme, since the possible topics and procedures to be dealt with will appear as the participants reflect on their problems and teaching practices; nor can, in principle, a training time be clearly delimited, since it will depend on the pace and depth of analysis of each participant. The role of the trainer is precisely to encourage discussion based on the documents prepared and to help unravel the conflicts and dilemmas that arise.

Schön (1983) was one of the first to emphasise the need for learning by doing (experience) but with reflection. Reflection is the process that allows professionals to analyse, discuss, evaluate and change their own practice. This reflection does not occur randomly, but we must educate it in order to develop personal and professional maturity in teachers.

As mentioned above, one of the methodologies to approach the analysis and reflection on personal and identity aspects in the teaching profession are narratives. Narratives promote reflection because they put teachers in the position of asking themselves who they are and what they are becoming as a person and a professional. Teachers and professors often talk about their lives and experiences. When they engage in conversations they tend to use anecdotes, metaphors, images, and other forms of storytelling. As Kelchtermans (2014) states teachers are storytellers.

In different countries, experiences have been developed to incorporate the training narrative. Thus, in Australia, narrative has been used as a methodology in training (McGraw, 2014) based on four key actions: describe (what do I do?), inform (what does it mean?), confront (how did I get here?) and reconstruct (how can I do it differently?). In addition to reflection, the proposed methodology uses drawing to evoke ideas, thoughts and feelings. These drawings help people to interpret their conceptions.

The difference between the more traditional and the more innovative modalities described in this section is that the latter propose eminently practical training strategies that foster the development of skills and competencies of various kinds in teachers. In general, they are spaces conducive to reflection, debate and confrontation of ideas and knowledge.

6.4. Accompaniment, tutoring or mentoring

A fourth modality presented in Figure 3, refers to accompaniment, tutoring or mentoring among teachers (Avalos, 2016). All these strategies share the idea that learning can take place through dialogue between teachers who are in different situations in terms of their professional development. Sometimes the companion can be another teacher in the education system, but it can also be a professional linked to education with practical experience (supervisor, trainer, advisor, etc.).



In the case of induction programmes, mentoring is a process of accompaniment developed by an experienced teacher with specific training in collaboration with one or more beginning teachers (Orland-Barak, 2006). The mentor's activity reaches its meaning in direct work in the classroom together with the beginning teacher, planning, observing, demonstrating, analysing, reflecting on teaching, in short, in mediation (Orland-Barak, 2014).

The figure of the mentor has received considerable attention in teacher education research (Vaillant & Marcelo, 2015). The mentor is a teacher with recognised teaching experience and expertise and specialised training as a trainer, who offers support to beginning teachers (Kelly, Reushle, Chakrabarty, & Kinnane, 2014). A teaching professional who teaches accompanies, but also needs to learn a new role (Orland-Barak & Yinon, 2005).

In the last two decades, induction programmes have focused on promoting the relationship between a mentor and a novice. Research results show that this support and accompaniment keeps teachers from abandoning their profession (Bickmore & Bickmore, 2010). The effects that the mentor figure has on beginning teachers are varied: teaching effectiveness; commitment; well-being and improvement of teaching practice (Richter et al., 2013).

Mentors carry out different activities to accompany beginning teachers. Some are personal and emotional support, pedagogical and instrumental support. Van Ginkel, Oolbakkink, Meijer, and Verloop (2016) found four groups of activities mainly carried out by mentors: providing emotional and psychosocial support; supporting the beginning teacher's construction of personal practical knowledge; creating a favourable context for the beginning teacher's learning; and modifying the beginning teacher's behaviour.

6.5. Training focused on learning recovery

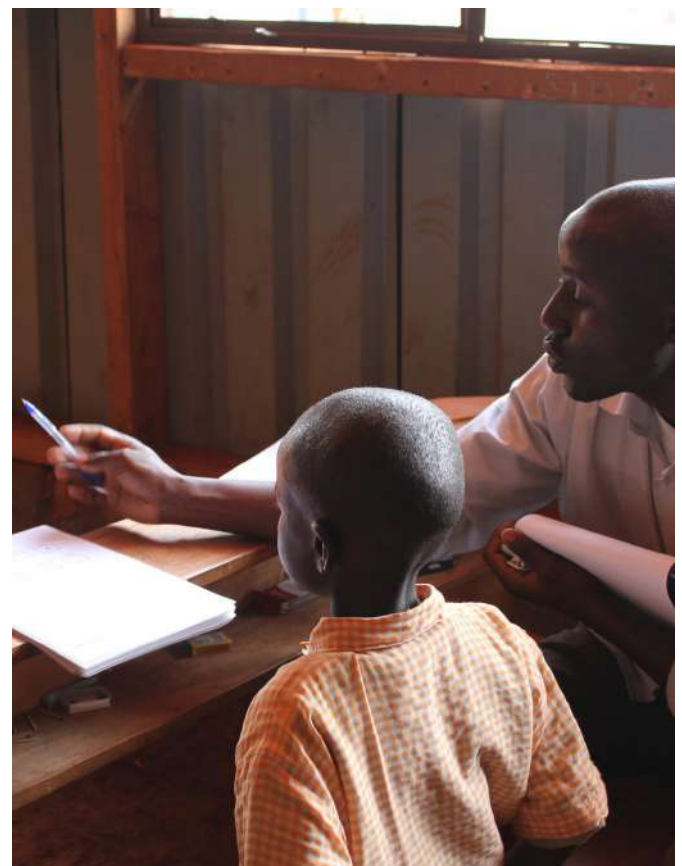
There is congruence between the evidence presented in this report on the most effective modalities in teacher training and the interventions described in a previous report (Vaillant & Marcelo, 2021) on international and regional programmes focused on the recovery of learning of students who are lagging behind. A review of the aforementioned programmes indicates that the previous preparation for teachers registers a diversity of modalities among which the updating workshops; the communities of practice and the pedagogical accompaniment or face-to-face or virtual tutoring. In other cases, training is developed on the basis of a periodic exchange

of experiences for the analysis of specific cases. Training proposals range from two weeks to one year in duration.

In most of the cases analysed, the trainer is a central figure in providing prior preparation for recovery learning. It is the trainer who prepares the teachers in relation to the main components of the intervention: basics, strategies and materials related to the remedial learning programme to be taught to students who are lagging behind.

Another central figure in the cases examined in report 1 (Vaillant & Marcelo, 2021) are mentors or tutors. They observe classes and actively participate by demonstrating activities and assisting teachers when necessary. As can be seen in Illustration 4, in some cases, mentors play a monitoring role, collecting data at each stage of course or workshop development.

In general, courses and workshops for teachers focus on how to maximise children's learning, the benefits of effective methodologies and techniques for learning recovery. We have also identified workshops for conflict management and group work, motivation, classroom climate, emotions, empathy and communication strategies among others.





**Formative strategies
used in a selection of experiences.**

Name of experience	Role of the trainer	Content	Training strategies
Collaborative for Academic, Social, and Emotional Learning (CASEL)	Trainers take on the role of orientation and guidance by giving workshops to teachers and students.	Social and emotional competencies of students, schools, families and communities.	Modelling and feedback-based strategy Strategies based on mentoring and coaching Course- and workshop-based strategy Strategy based on collaborative learning
National Tutoring Programme	Trainers, mentors assume the role of accompaniment	Tutoring for students who are behind in the areas of Mathematics, English and Science, Humanities, Foreign Languages, and Elementary School	Strategies based on mentoring and coaching Strategies based on autonomous learning
Peer Support Australia	Teachers train students who will participate as mentors in the programme.	Socio-emotional support for young people	Modelling and feedback-based strategy Strategies based on reflection and analysis of practice.
Khan Academy	Teachers plan autonomous learning activities for students.	Support in the areas of mathematics, science, history, computer science and economics,	Strategies based on autonomous and self-regulated learning Modelling and feedback-based strategy
Teaching at the Right Level (TaRL)	The trainer's role requires diagnosis and design of activities based on results.	Literacy and mathematics	Strategies based on mentoring and coaching Course- and workshop-based strategy Strategy based on collaborative learning
Acelera Brazil	Trainers develop workshops for training teachers	Students with 2 or more grades overdue for remediation	Strategy based on training, systematic planning and execution, monitoring and evaluation. Research-based strategy Modelling and feedback-based strategy
Escuelas arriba	Trainers develop workshops for training teachers	Recovery, especially in reading and writing.	Course- and workshop-based strategy Modelling and feedback-based strategy
Súmate-Escuelas de reingreso	Trainers develop workshops for training teachers	Ensure continuity in school for children who have dropped out of school	Course- and workshop-based strategy Strategies based on mentoring and coaching
Soporte Pedagógico	Trainers develop workshops for training teachers	Improvement of learning results in science, mathematics and communication.	Course- and workshop-based strategy Strategy based on collaborative learning Strategies based on mentoring and coaching

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