

# Teach Secondary

# RESEARCH

**A Review of Effective Teaching Practices in Secondary Education**  
Establishing the evidence base for the Teach Secondary observation tool  
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#### Abstract

This evidence review presents a framework for understanding and measuring the quality of secondary teaching within low- and middle-income (LMIC) contexts. Additionally, it aims to justify this framework through the provision of a systematized evidence base on effective secondary teaching practices as reflected through Teach Secondary tool, with a particular emphasis on research examples from LMIC contexts. It is hoped that the provision of an organizing framework for understanding both process and structural aspects of quality secondary teaching will create a common language for discussing these constructs and also contribute to improved support for secondary teachers, particularly within LMICs.

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#### Introduction: Rationale for measuring the quality of teaching practices in Secondary Education

Demand for secondary schooling within low- and middle-income countries (LMICs) is rising exponentially. With the Education for All movement and the adoption of free primary education in a number of contexts, greater numbers of students have been accessing and completing primary school. This has led to increased focus upon the subsequent stage of transitioning and supporting students to remain in secondary schools (Mastercard Foundation, 2020; Hull et al., 2017). This continuation is also being facilitated by shifts in free secondary education in numerous LMIC contexts (Evans & Acosta, 2012). It further follows the considerable progress made in the last decades with access to secondary schooling, with recent statistics reporting substantial increases in the number of out-of-school youth globally who are able to access schooling (UNICEF, 2013).

In addition to a focus on increased participation, the provision of high-quality and relevant secondary education that prepares students not only for school, but employment and civic participation has become a priority for many LMICs education systems (Hull, 2015). This heightened focus has arisen in response to both long-growing demand for secondary schooling and the challenges affecting the quality of teaching within this context. For instance, due to the increased need for secondary teachers in a number of LMIC contexts and the necessity for many

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