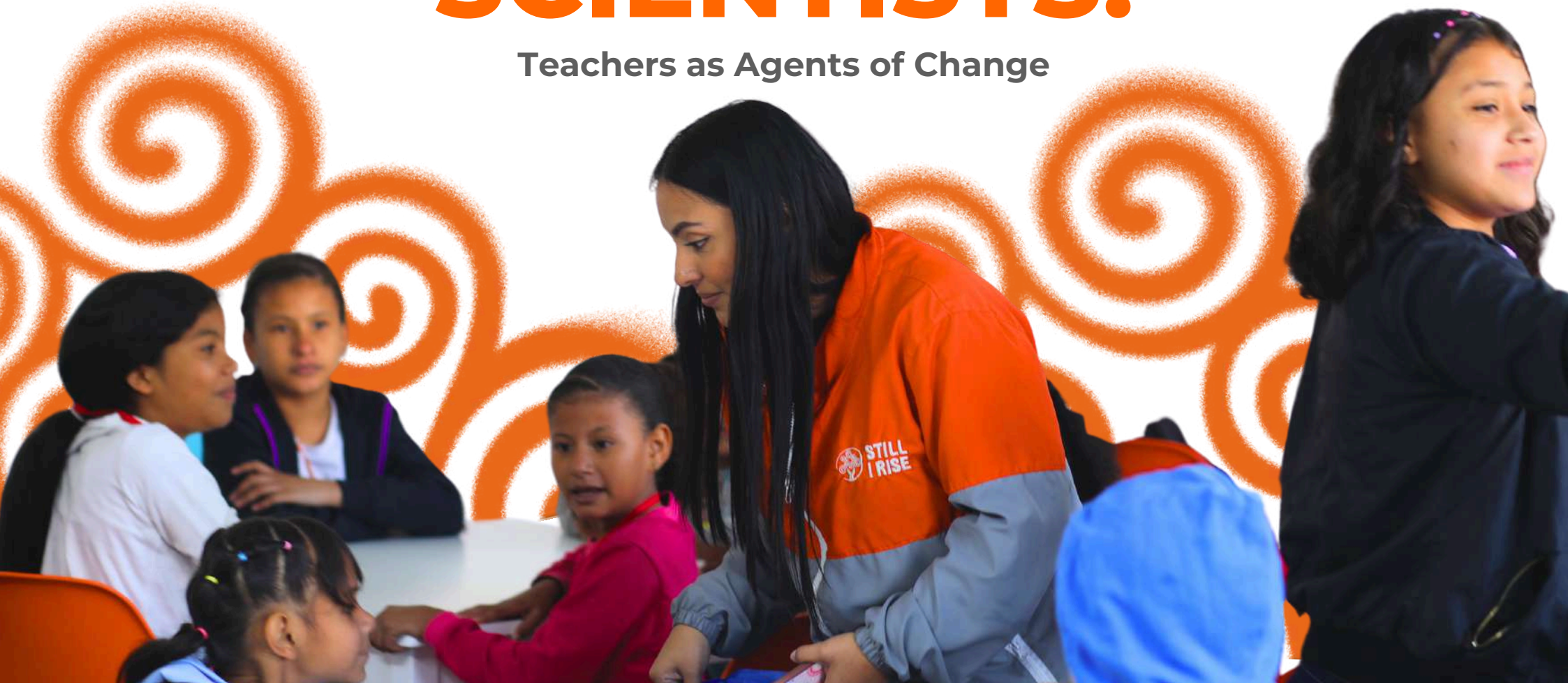




WE ARE SOCIAL SCIENTISTS!

Teachers as Agents of Change



SUMMARY

Topics of discussion



- 1.** Introduction
- 2.** Outline
- 3.** Looking forward

1 INTRODUCTION



Introduction

OVERVIEW

We believe teachers are not just cogs in a system.

They are the frontline who are better placed than anyone to innovate improvements and change. It is they who will be the chief architects of our continued evolution of our Education Model.

They are our agents of change.

'We are Social Scientists!' was created for this purpose...



Introduction

OBJECTIVE

The project empowers teachers to lead research aimed at improving local educational outcomes by testing interventions in their classrooms.

Teachers compare current methods with their own innovations to find solutions that better meet the needs of their students.

Through this approach, the initiative supports teachers in co-creating an education model that is more responsive to local necessities.

And for the teachers, it's a chance to sate their curiosity and have fun!



Teachers are our agents of change.

Exploring new Educational Models



Introduction

WE ARE SOCIAL SCIENTISTS!

—

The initiative has just started at SIR Colombia, where teachers are being encouraged to **experiment with alternative models to those of reference.**

—

The first project, led by one of the local teachers, has already been completed.

—

The project has been shared with the team, marking an important step in this effort **to promote innovation in all schools** and possibly be adopted in public schools.



2

OUTLINE



Outline

METHODOLOGY

Teachers follow a research framework that allows them to identify challenges in their classrooms and design interventions to address them. They test the interventions and collect both qualitative and quantitative data to evaluate their impact.

The process involves four stages:



STAGE 1

Identifying the problem and establishing research questions.



STAGE 2

Designing interventions to test in the classroom.



STAGE 3

Collecting and analysing data from students' performance and behaviour.



STAGE 4

Sharing results and feedback with the team for broader reflection.



Outline

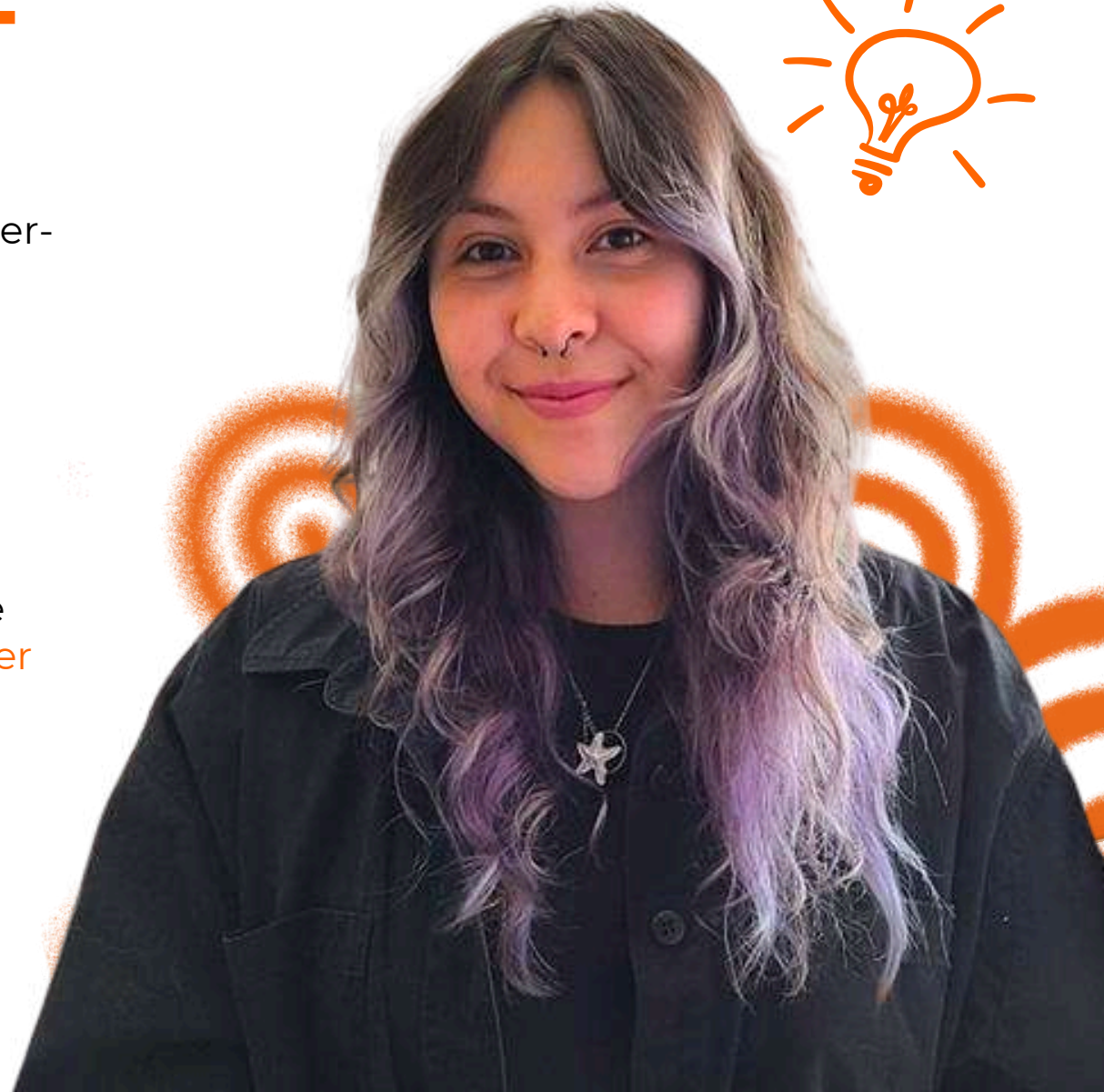
LAURA'S PROJECT

Laura, the science teacher, kicked the project off conducting research on teacher-led versus student-led review sessions.

Based on the hypothesis that the former will produce more effective outcomes, she observed the different classes and evaluated how students responded.

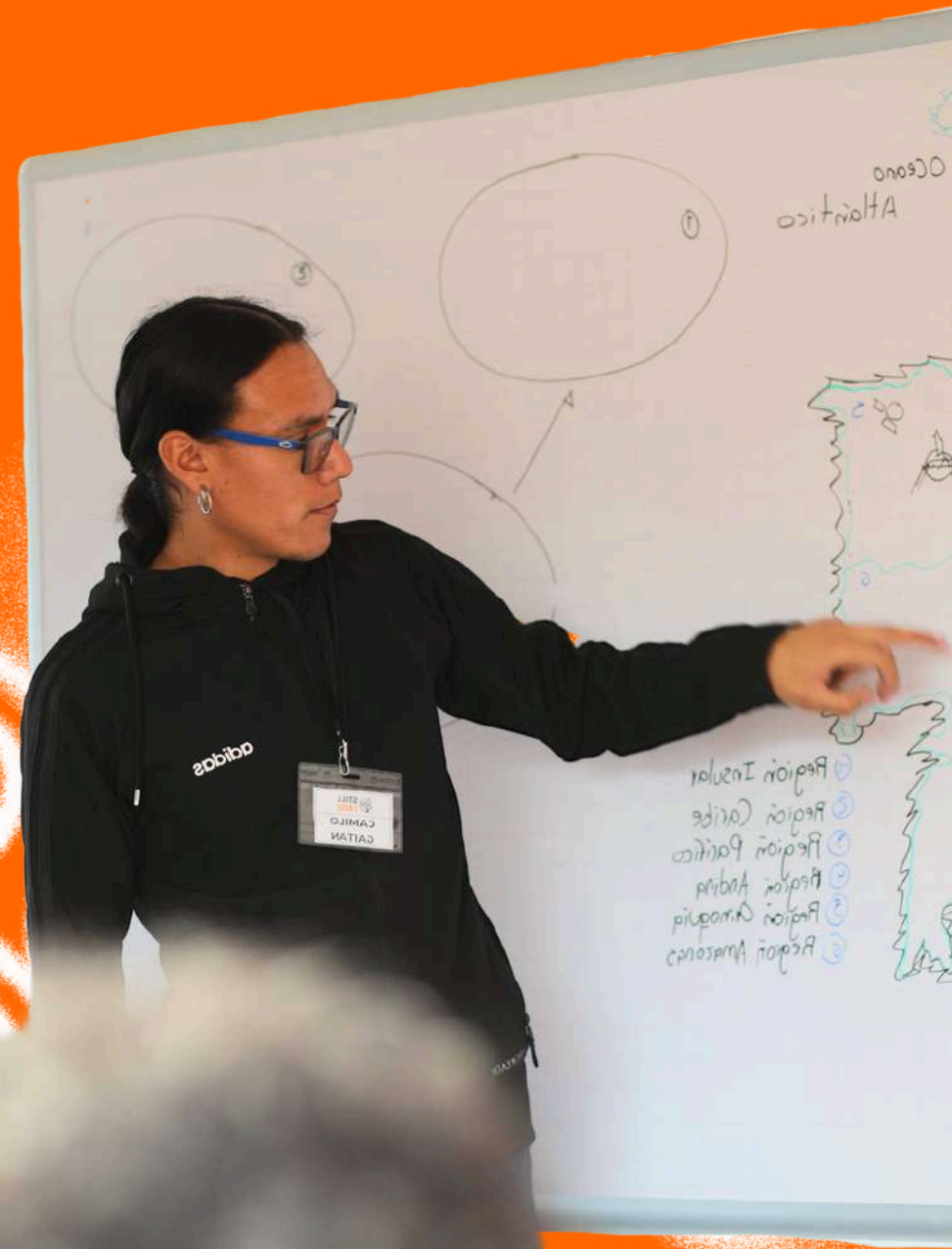
By comparing the results, Laura was able to identify **which intervention led to better outcomes** based on metrics such as student engagement, participation, and performance.

 [Link to the research](#)



3

LOOKING FORWARD



Looking Forward

ALL OUR TEACHERS IN COLOMBIA EXPERIMENTING TOO!

After completing her research project, Laura shared her findings and methods with colleagues. She showed them the template for research she had developed.

This has inspired them to explore ideas they want to test, from innovations that challenge our education model to small classroom practices teachers believe could benefit others, but need validation.



Looking Forward

ALL OUR SCHOOLS PARTICIPATING

We hope the success in Colombia will pave the way for all our schools to participate in the 'We are Social Scientists!' scheme.



Looking Forward

WIDER IMPACT

This empowerment could have a lasting impact on Colombia's education system, driving improvements that address local challenges.

And through our trainings held in the regions, the scheme has potential to be adopted with broader application across public school systems.

Continued professional development and resources will support teachers in conducting research and implementing meaningful changes.





CHANGING THE WORLD TOGETHER, ONE CHILD AT A TIME.

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