TPD@SCALE COALITION FOR THE GLOBAL SOUTH

ICT-enabled Teacher Professional Development at Scale for Quality Access to Education

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United Nations
Educational, Scientific and
Cultural Organization

International Centre
for Higher Education Innovation
under the auspices of UNESCO

IDRC | CRDI
International Development Research Centre
Centre de recherches pour le développement international

Background

- SDG Goal 4: "inclusive and equitable quality education and promote lifelong learning opportunities for all"
- Teachers are pivotal to engaging students in learning and equipping them for lifelong learning.
- There is a "massive global teacher shortage" and a lack of capacity among teachers that acts as a critical bottleneck to achieving SDG 4.
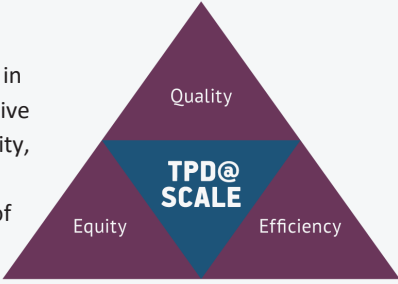

Background

- In 2016, UNESCO warned that close to 69 million teachers need to be recruited and trained in developing countries if we are to reach the goal of universal enrolment in primary and secondary education. Existing teachers are also often poorly trained.
- Among the 48 countries of sub-Saharan Africa, nearly one quarter of secondary school teachers had no formal training (Global Education Monitoring, 2016).

TPD@Scale

Harnesses the power of ICT in strategic and context-sensitive ways to ensure equity, quality, and efficiency in the professional development of teachers
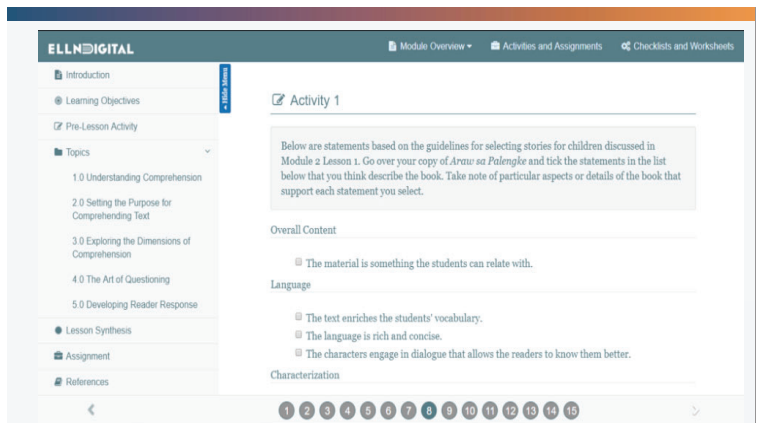
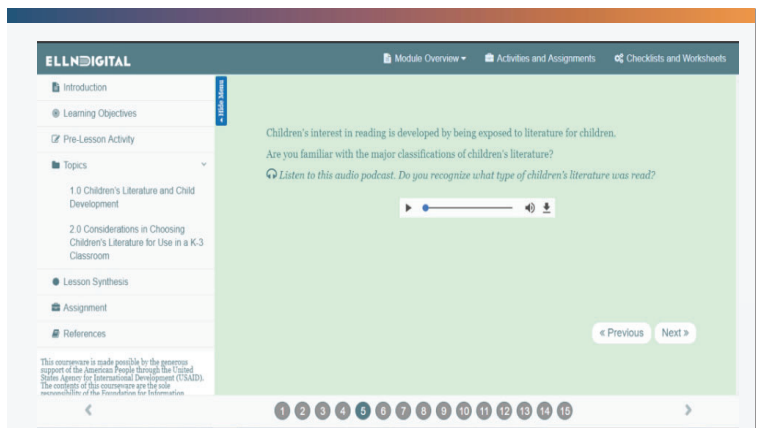Quality

TPD@ SCALE

Equity

Efficiency

TPD@Scale approaches blend online and offline methods, modalities, resources, and activities when and where appropriate for the millions of teachers living and working in diverse, often under-resourced contexts across the Global South.

TPD@SCALE
COALITION
FOR THE GLOBAL SOUTH

A large-scale blended learning course *Early Language, Literacy, and Numeracy* (ELLN Digital) for K-3 teachers successfully replaced a 4-tier cascade model of face-to-face training for 193,000 K-3 teachers with significantly higher change scores for teachers from rural schools (FIT-ED, 2017).

Independent study of courseware

Mentoring and support from Learning Facilitators (eLFs)

OR

Collaborative learning in Learning Action Cells (LAC)

Each LAC should have a LAC Facilitator (LacF). The LacF receives guidance from the course guide and LacF guide, and mentoring from the eLFs.

LacF and eLF guides

Slide 1
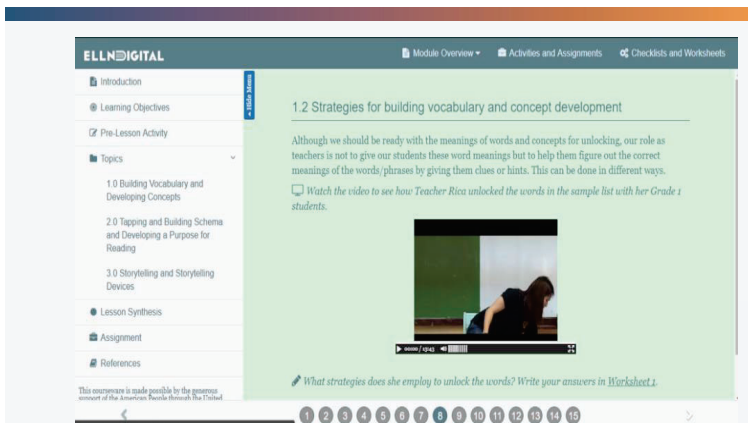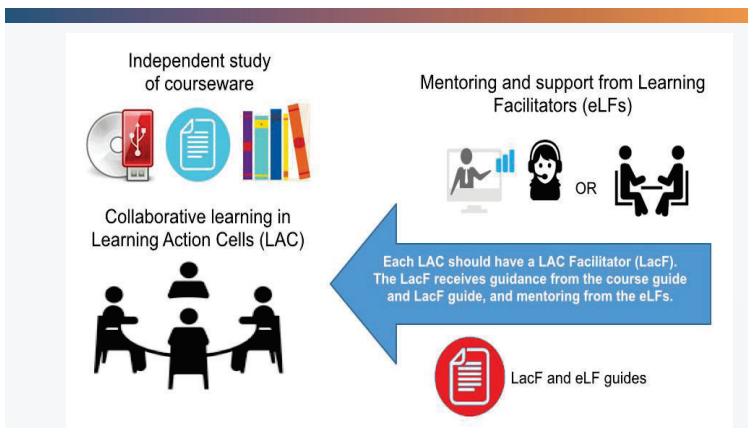
Pilot divisions can expand program reach to the rest of their schools by using their pilot LAC Facilitators as Learning Facilitators

PILOT SCHOOLS

OTHER SCHOOLS

Slide 2
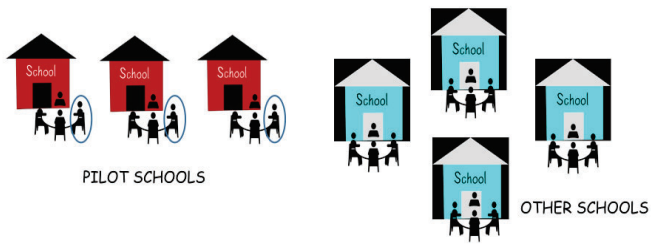
Pilot divisions can expand program reach school-by-school, or district-by-district

School ⊕ School ⊕ School

School District ⊕ School District

Slide 3
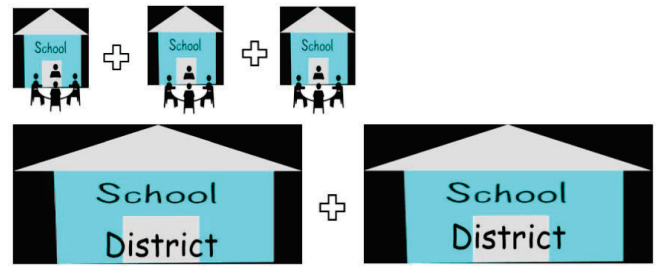
What is the **TPD@Scale Coalition for the Global South**?

Collaborative effort of education and technology stakeholders worldwide who are engaged in teacher professional development (TPD)

Aims to contribute to the attainment of **SDG 4**[1] through collaboration, research, and implementation support

[1] Ensure inclusive and quality education and promote lifelong learning opportunities for all

TPD@Scale Coalition for the Global South

Slide 4

Slide 5

Participating Organizations

- Aga Khan Academies
- Asian Development Bank
- Concordia University
- Directorate of Higher Education, Cambodia
- EAFIT University
- Fundación Ceibal
- Government of Canada

Slide 6

Participating Organizations

- International Task Force on Teachers for Education
- 2030/People's Friendship University of Russia
- IT for Change
- Knoware
- Korea Education and Research Information Service

Participating Organizations

- Laboratory of Education Research and Innovation for Latin America and the Caribbean (SUMMA)
- Ministry of Education, Kenya
- National Educators Academy of the Philippines
- Peking University
- Queen Rania Teacher Academy

Participating Organizations

- Sampoerna Foundation
- Teachers' Council of Thailand
- The British Council
- The Brookings Institution
- The Education University of Hong Kong
- The World Bank
- UNESCO International Centre for Higher Education Innovation

Participating Organizations

- United States Agency for International Development
- University College London Institute of Education
- University of the Philippines Open University
- World Vision
- York University
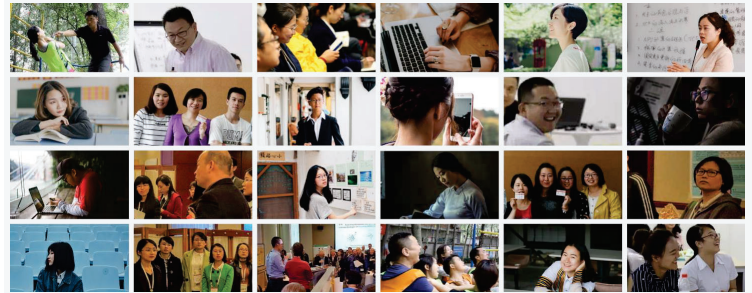
Quality education for all with empowered and effective teachers.

Mission

To promote quality, equitable, and sustainable large-scale, ICT-enabled TPD through collaboration, research, and implementation support

Objectives

Support governments and implementers across the Global South in the design, development, and deployment of quality, equitable, and sustainable TPD@Scale models

Support research and knowledge-sharing on innovative TPD@Scale models and how to adapt them effectively and appropriately for a wide range of Global South contexts

Harmonize efforts and investments in TPD@Scale in the Global South

Characteristics of TPD

long-term and continuous process

formal experiences *(e.g. workshops, seminars)*

informal experiences *(e.g. sharing of practices and lessons learned in a professional learning community)*
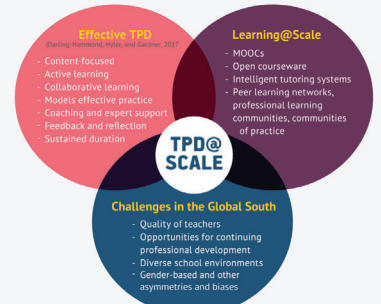
(Villegas-Reimers, 2003)

TPD@Scale...

- applies knowledge about effective TPD, scaling, and learning@scale to building inclusive, cost-effective, and sustainable large-scale professional development environments for teachers

- blend online and offline methods, modalities, resources, and activities when and where appropriate

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Landscape Review

Using technology to accelerate TPD towards achieving SDG 4: Landscape review and research agenda – initial findings

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USAID
FROM THE AMERICAN PEOPLE

UKaid
from the British people

Key principles that inform the development of TPD@Scale models

- Base model on effective, researched TPD practices.
- Focus on scaling and sustainability from start.
- Focus on pedagogy rather than technology.
- Use offline or blended ICTs "just in time" not "just in case".
- Develop materials locally with direct relevance to curriculum.
- Provide teacher incentives for participation.

Key principles that inform the development of TPD@Scale models

- Teachers to implement their learning into classroom practice.
- Seeing themselves and others teach has value.
- Allow time for reflection on practice.
- Develop Professional Learning Communities and Communities of Practice.
- Work with national/local government departments.
- Investigate partners and develop Memoranda of Understanding.
- Design M&E upfront, and implement.

Key Issues and Challenges

- Critical reflection and management of learning
- Professional learning community
- Incentives for teachers to engage in professional learning
- Personalized Learning
- Learner Support
- Assessment of and for Learning
- Measuring teacher professional learning outcomes

- How could emerging technologies be harnessed and blended to address these issues and challenges? Most of the issues and challenges are learning at scale issues.
- How could we measure and document the impact of teacher professional development at scale without compromising on the efficiency of the program?
- What are the TPD@Scale models that are appropriate for the Global South? How could these models be adopted and customized to be scaled up within the country and across countries?

THANK YOU!!

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