Technology and Pedagogy – Envisioning Teacher Professional Development
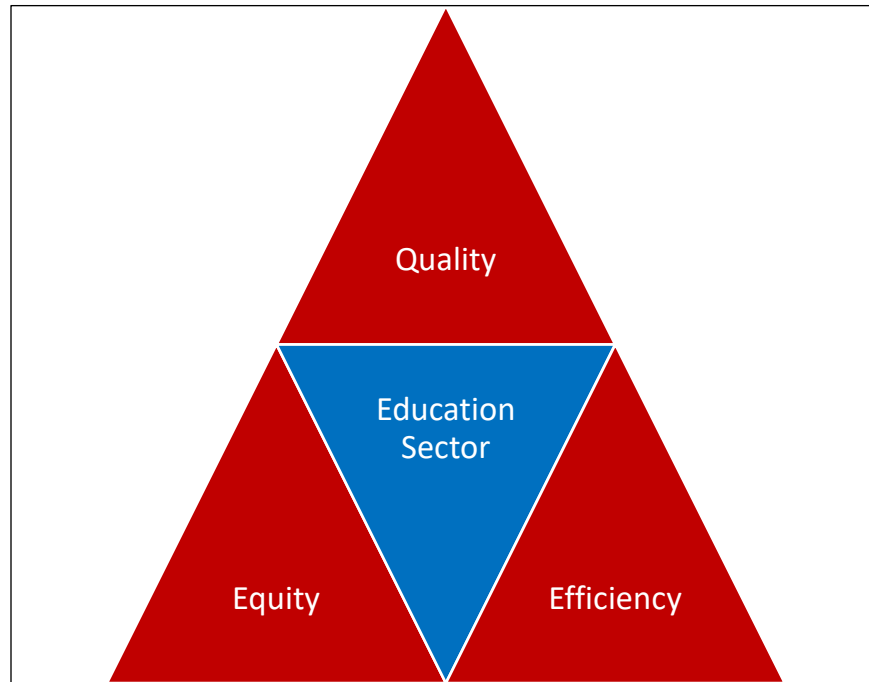
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The Education University of Hong Kong ranked 2nd in Asia and 16th in the world in Education
(QS World University Rankings by Subject 2020)

Background: Equity, Quality & Efficiency

Impacts of the COVID-19 pandemic on the education sector – equity, quality and efficiency.

Background: Equity, Quality & Efficiency

- Limited access to infrastructure, devices and resources;
- Lack of teaching materials tailored to students from vulnerable groups;
- Lack of support to vulnerable students and their families;
- Need for alternative modes of assessment; and
- Relevance of curriculum to changing demands of emerging industries and the future shape of the workforce post-COVID-19

Background: Pivotal Role of Teachers

- Pivotal role of teachers in quality remote teaching and learning
- Pre-pandemic issues on teacher capacity highlighted in coping, recovery and building it back better phases of the pandemic.

Aim of Session

This session examines how inclusive and quality teacher professional development could be designed and implemented to develop teacher competencies for remote and blended teaching and learning.

Teacher Competencies for Remote & Blended Teaching & Learning

- Analysing context and student learning needs;
- Designing and implementing quality remote and blended learning lessons;
- Developing remote and blended teaching and learning resources;
- Providing learning and psychosocial support for students;
- Managing and evaluating remote and blended teaching and learning; and
- Planning for and implementing assessments remotely and/or blended.
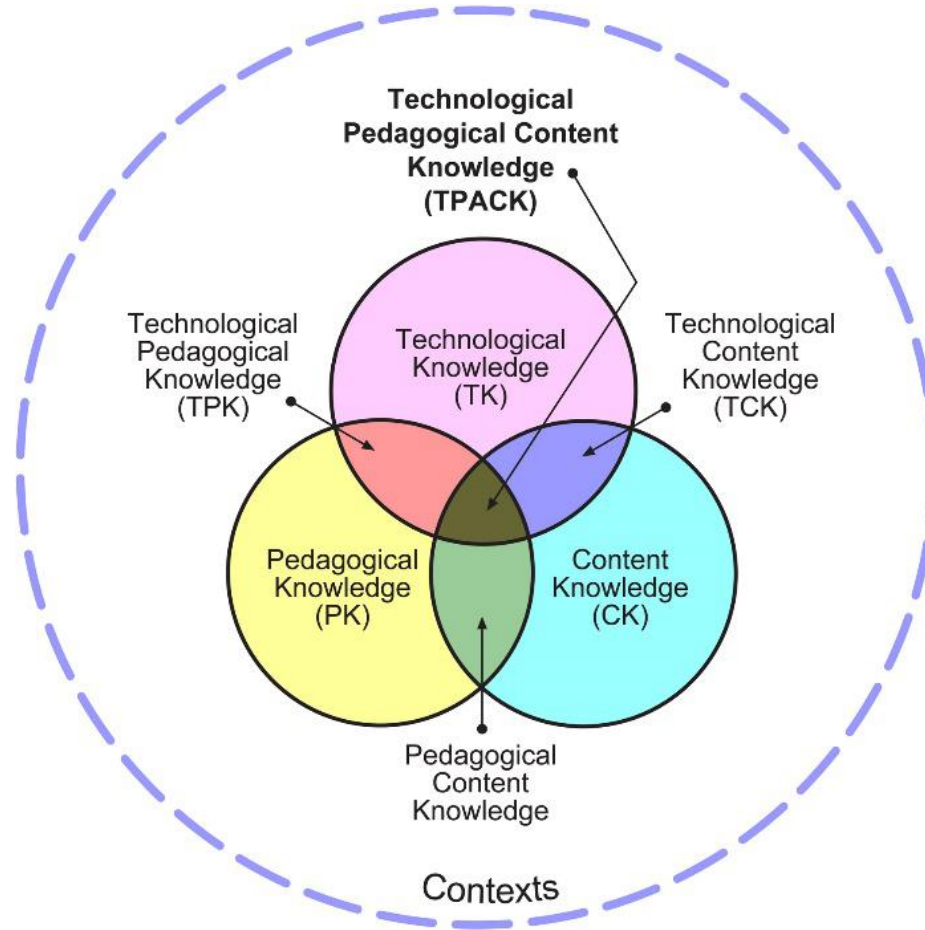
Teacher Competencies for Remote & Blended Teaching & Learning

Teacher Competencies for Remote & Blended Teaching & Learning

	Knowledge Acquisition	Knowledge Deepening	Knowledge Creation
Understanding ICT In Education	Policy Understanding	Policy Application	Policy Innovation
Curriculum and Assessment	Basic Knowledge	Knowledge Application	Knowledge Society Skills
Pedagogy	ICT-enhanced Teaching	Complex Problem-solving	Self-management
Application of Digital Skills	Application	Infusion	Transformation
Organization and Administration	Standard Classroom	Collaborative Groups	Learning Organizations
Teacher Professional Learning	Digital Literacy	Networking	Teacher as Innovator

Version 3.0

Envisioning Teacher Professional Development (TPD): What is TPD?

- "activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher" (OECD, 2009, p. 49)
- may include formal and informal experiences.
- effective TPD is a long-term and continuous process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession (Darling-Hammond, et al., 2017)
- a systems approach to TPD should be adopted to strategically develop high-quality teachers at scale in a cost-effective way (Asian Development Bank, 2017)

Envisioning Teacher Professional Development (TPD): Effective TPD

- **Content focused**.
- Incorporates **active learning** utilizing adult learning theory.
- Supports **collaboration**, typically in job-embedded contexts.
- Uses **models and modeling of effective practice**.
- Provides **coaching and expert support**.
- Offers opportunities for **feedback and reflection**.
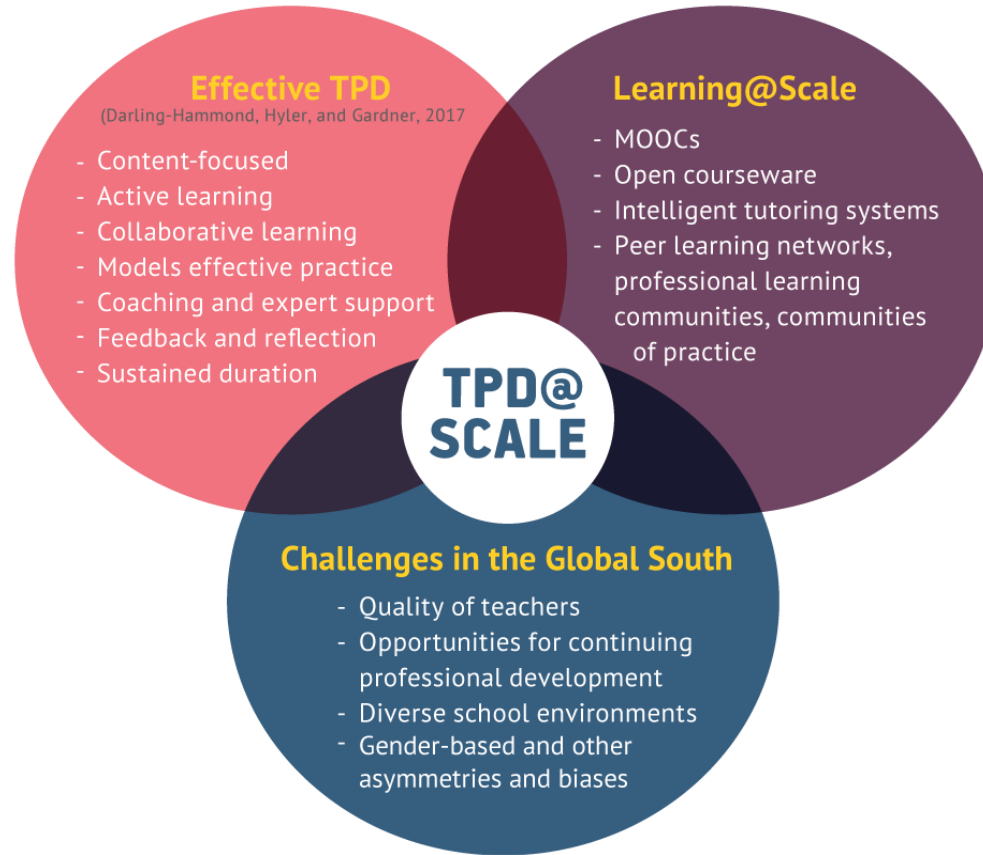- Of **sustained duration**.

(Darling-Hammond, et al., 2017)

Envisioning Teacher Professional Development (TPD): TPD@Scale

@Scale as defined in the emerging research and development field of learning at scale ("L@S") refers to learning environments mediated by information and communication technologies (ICT) that engage large numbers of learners, whether remotely or face-to-face.

Envisioning Teacher Professional Development (TPD): TPD@Scale

Effective TPD
(Darling-Hammond, Hyler, and Gardner, 2017)

- Content-focused
- Active learning
- Collaborative learning
- Models effective practice
- Coaching and expert support
- Feedback and reflection
- Sustained duration

Learning@Scale

- MOOCs
- Open courseware
- Intelligent tutoring systems
- Peer learning networks, professional learning communities, communities of practice

TPD@SCALE

Challenges in the Global South

- Quality of teachers
- Opportunities for continuing professional development
- Diverse school environments
- Gender-based and other asymmetries and biases

Peking University X-Learning Centre - China

MOOC on www.icourses.cn

Online peer and facilitator interaction via MOOC platform

Informal PLCs via other channels

Guided independent study of the MOOC with PLCs within the MOOC platform and on other channels
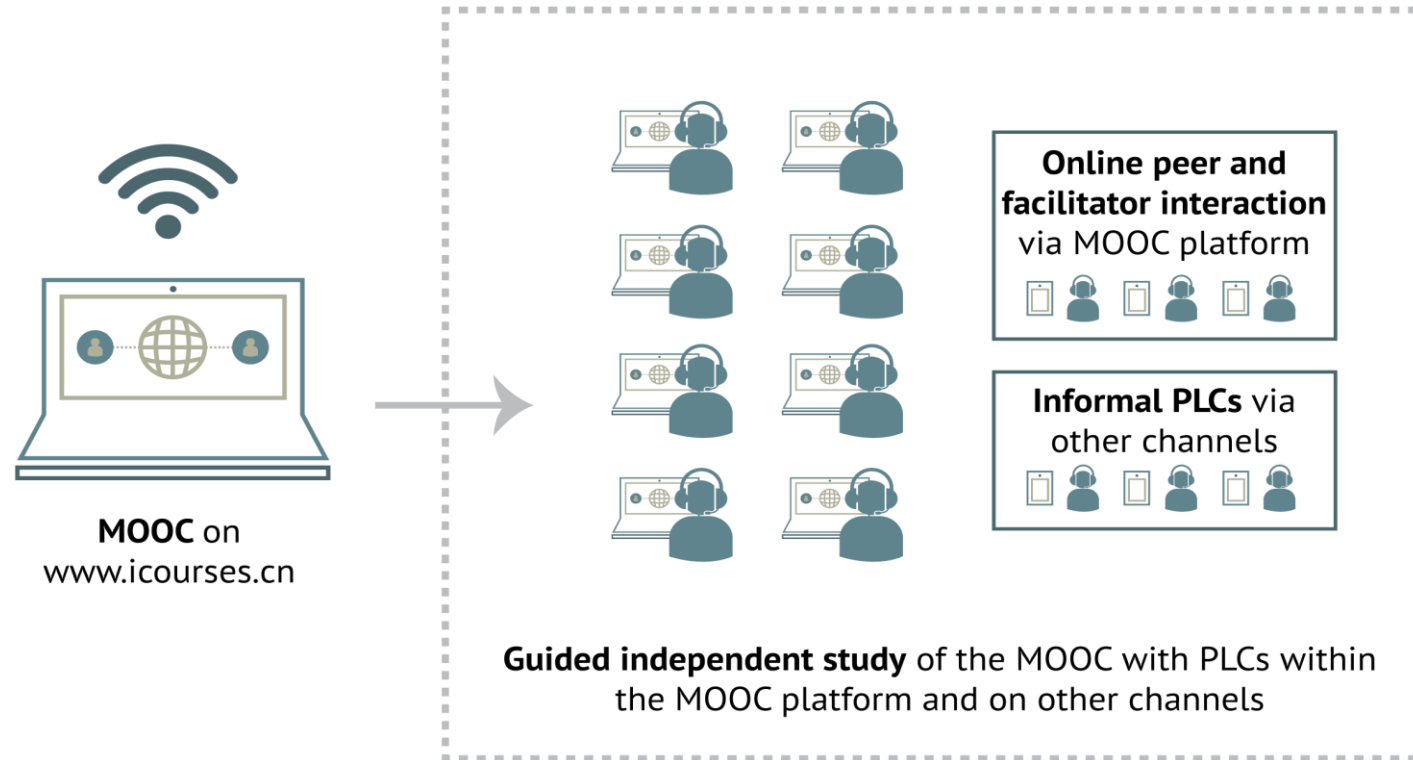
Teacher Education Through School-Based Support (TESS) - India
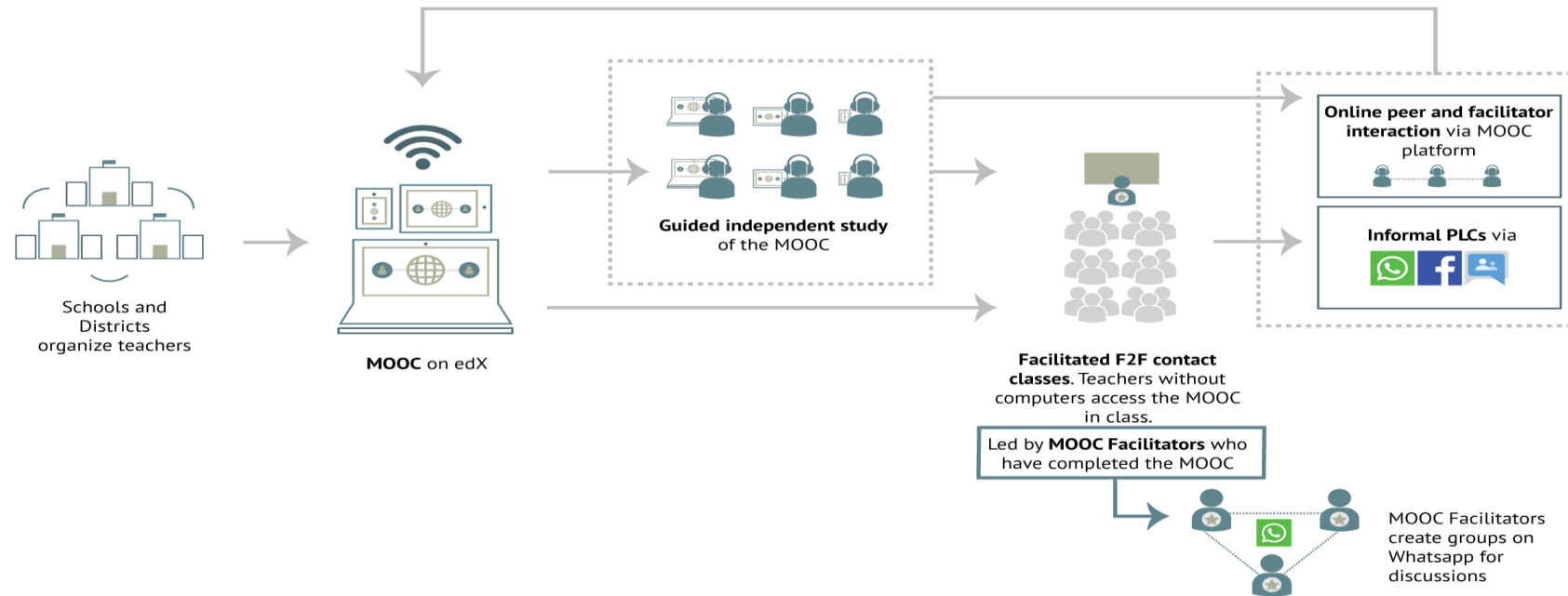
Connected Learning Initiative (CLIx) - India

Schools and Districts organize teachers

F2F workshop at training center

CLIx for Teachers **MOOC**

Guided independent study of the MOOC

Informal PLCs via Telegram

SUPPORTED BY EXPERTS AND CURRICULUM DEVELOPERS

Classroom application of concepts learned supported by CLIx for Students platform
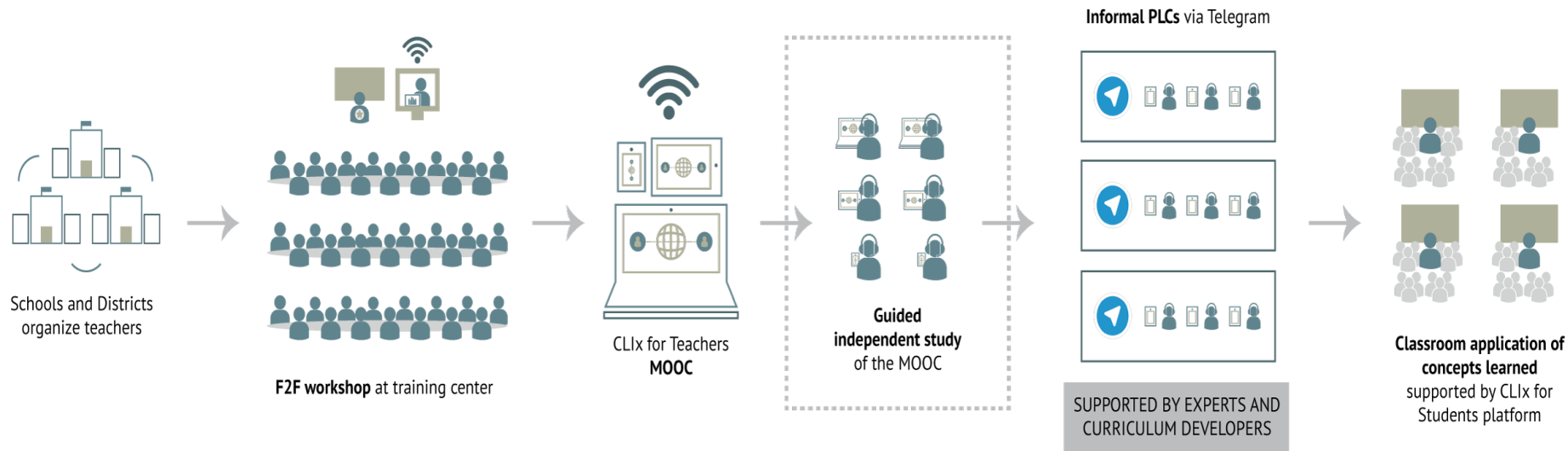
ELLN Digital Philippines
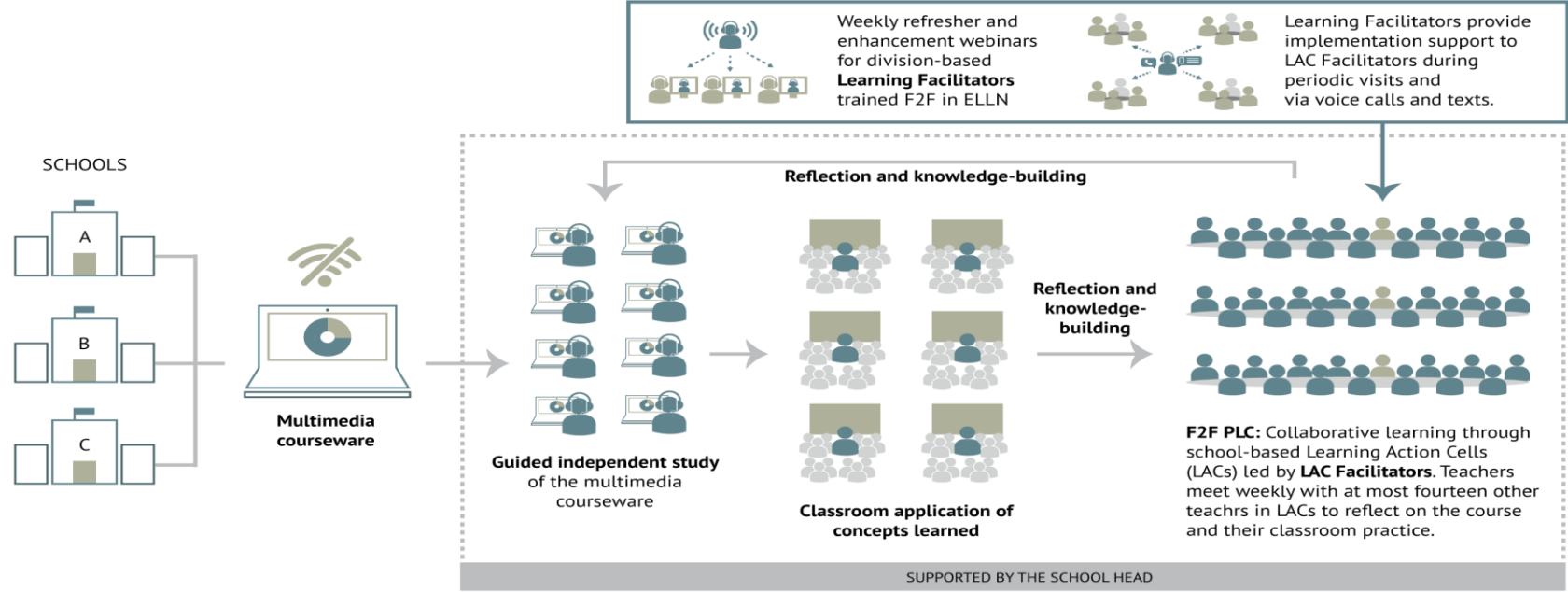
Teacher Learning Centre - Indonesia

schoolOGY

PLC via
WhatsApp
Telegram

Support via
Google Docs
Google Forms

by kabupaten or regency

PLC via
WhatsApp
Telegram

Support via
Google Docs
Google Forms

SCHOOLS

Teacher Learning Centres (TLCs) plan, develop, and initiate TPD programs.
Master teachers conduct blended training for teachers.
Some use WhatsApp or Telegram due to geographical conditions.
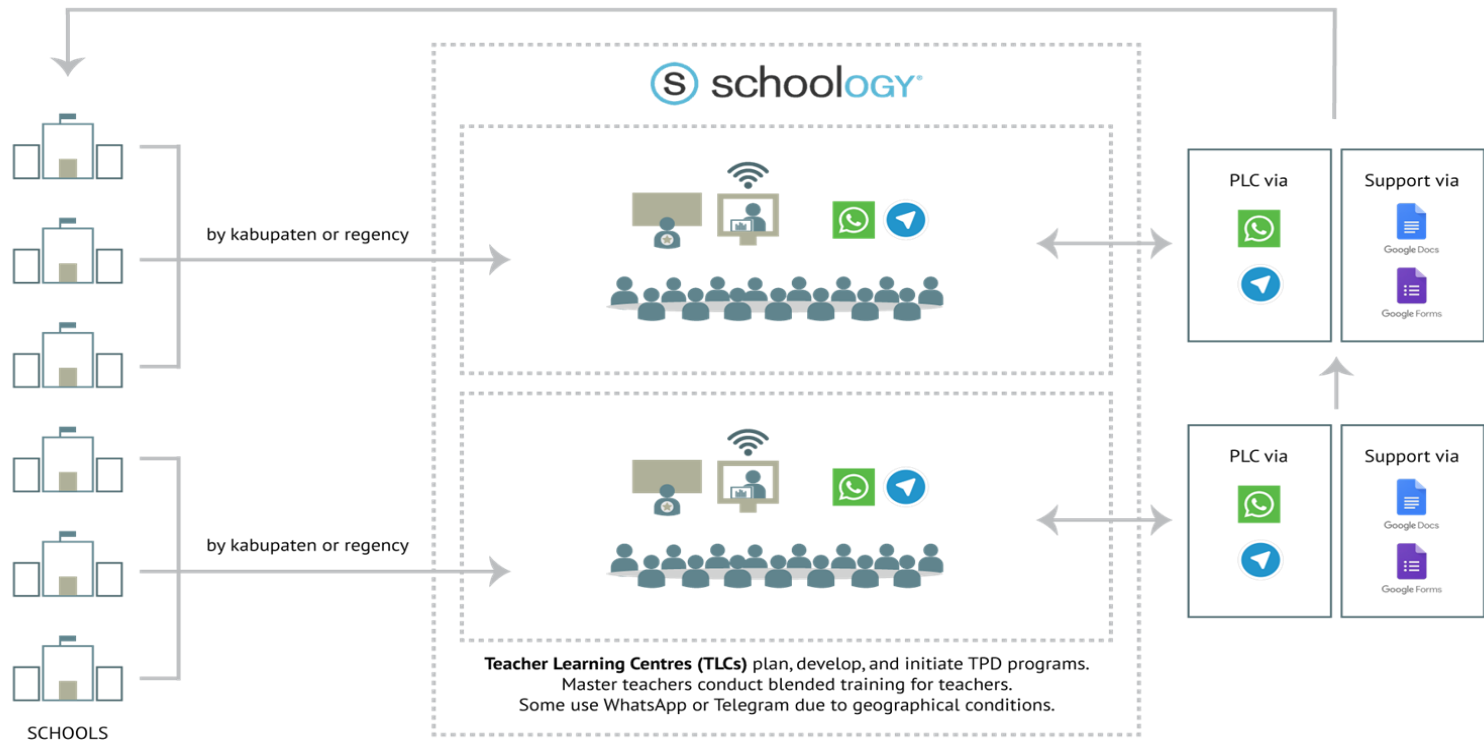
Facilitating Elements of TPD@Scale

- Digital professional learning resources

- TPD curriculum and assessment

- Professional learning community

- Facilitators and mentors

- Support of schools, local governments and/or national governments

- Partnerships of key stakeholders

Conclusion and Way Forward

- TPD@Scale addressing equity, quality and efficiency challenges in the education sector.

- Teacher educators and policymakers may consider how TPD@Scale could be designed in their own context and implemented to build the capacity of their teachers for quality remote and blended teaching and learning.

THANK YOU!!

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Breakout Sessions - Questions

1. What are the key issues and challenges of teacher professional development in your country? How could some of these issues and challenges be addressed with the innovative use of technology?

2. How could technology enhance the quality and inclusivity of teacher professional development (TPD) in your country? What are the factors that will support such technology-enabled TPD?

3. How could teacher education programmes be designed and implemented to build the capacity of pre-service teachers for quality remote and blended teaching and learning?