



**TPD@SCALE  
COALITION**  
FOR THE GLOBAL SOUTH



**The Open  
University**

## **Designing Teacher Capacity Strengthening @Scale for Equity in Education**

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# TPD@Scale Coalition for the Global South

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

**Mission:** To promote quality, equitable, and sustainable large-scale, ICT-mediated teacher professional development through collaboration, research, and implementation support



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



# Adapting and scaling teacher professional development approaches in Ghana, Honduras and...

*Credit: GPE/Paul Martinez*

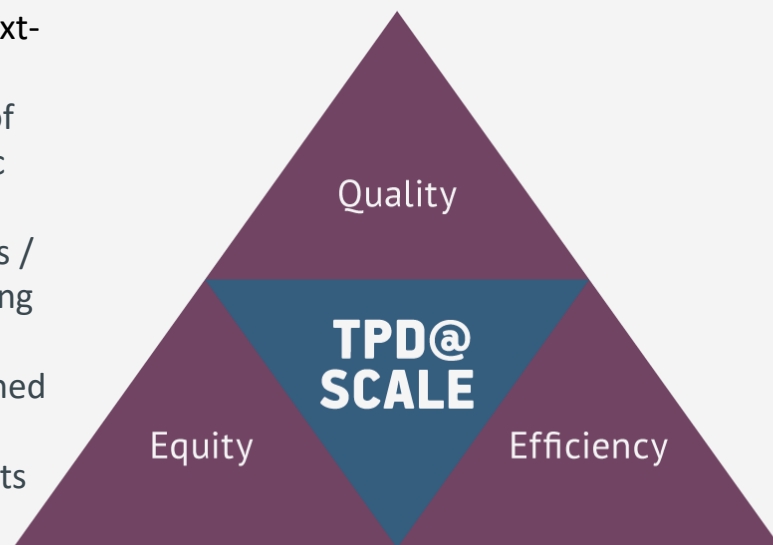
Adapting and scaling teacher professional development approaches in Ghana, Honduras and Uzbekistan

# Strengthening teacher capacity to improve classroom teaching and learning for all pupils

Achieving this demands attention to issues of **equity**, **quality** and **efficiency** in TPD programmes.

In TPD@Scale initiatives ICTs are deployed in strategic and context-sensitive ways to ensure

- **equity** - accessible and inclusive of all teachers regardless of gender, race or ethnicity, socioeconomic status, geographic location, age and other bases for exclusion; teachers accorded agency as responsible professionals; and activities / materials should support teachers to foster equity in learning for their pupils
- **quality** - adheres to the principles of effective TPD established through rigorous research
- **efficiency** - optimization of inputs to achieve desired outputs in ways which ensure quality and equity



## Key insights from recent TPD@Scale programmes

- Design for scale, localise for equity and inclusion

*Issues of inclusion need to be understood and responded to at local levels*

- Match technology choice with professional learning needs

*Digital technologies enable efficiencies of scale and personalisation but need to be carefully selected paying attention to teachers' skills, habits and available resources*

- Act, Evaluate, Improve

*Sustainability of TPD@Scale within the system is through continuous adaptation towards the goals of equity and quality*

# Recent examples in the region: TESS-INDIA

Courseware Course Info Discussion Progress Course Documents TESS-India OER Instructor

- Getting started
- Week 1: Visions for teaching and learning
- Week 2: Active learning in practice
- Week 3: Using video to support teacher development

**Introduction**

Giving and receiving feedback

Presenting your ideas and giving feedback

Week 3 Peer Assessment due Dec 19, 2015 at 23:30 UTC

Receiving feedback

Reviewing your learning

- Week 4: Developing your own practice with OER
- Week 5: Selecting and using OER
- Week 6: Integrating OER into practice

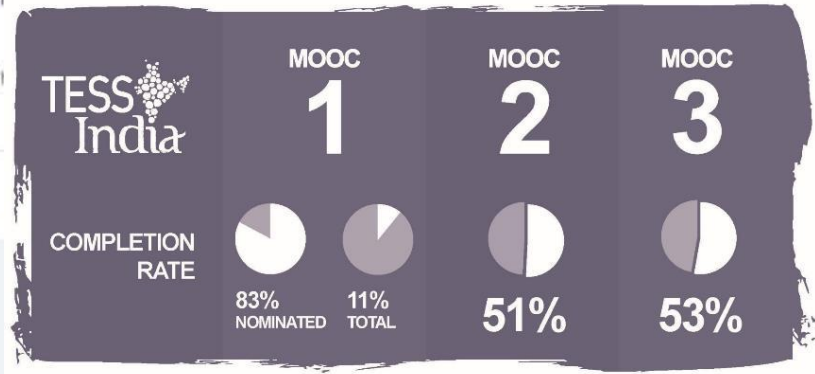
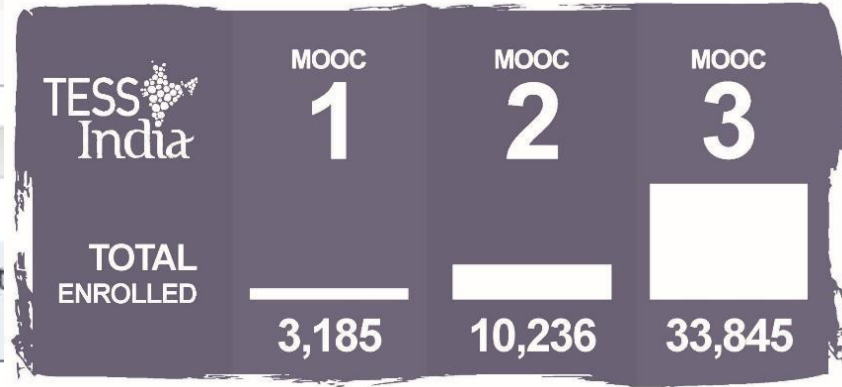

**Activity 3.1: Using video to support pedagogy**

(Allow approximately 20 minutes)

The TESS-India OER video below shows a primary school teacher working with a teacher in the school and teaches 90 pupils spanning Class I to Class V.

- Watch this video and, as you do so, list the key things that you notice. What points that the video makes about learner-centred pedagogy?

USING GROUPWORK: LOWER PRIMARY SCIENCE



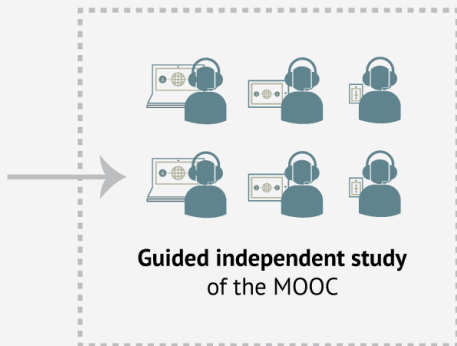
# TESS-India



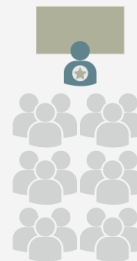
Schools and  
Districts  
organize teachers



MOOC on edX



Guided independent study  
of the MOOC



**Facilitated F2F contact  
classes.** Teachers without  
computers access the MOOC  
in class.

Led by **MOOC Facilitators** who  
have completed the MOOC



MOOC Facilitators  
create groups on  
Whatsapp for  
discussions

**Online peer and facilitator  
interaction** via MOOC  
platform

**Informal PLCs** via  
WhatsApp, Facebook, and Messenger



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# TESS-INDIA Programme: Forms of localisation

1. *Content*: open co-created content (OER) translated and adapted for different contexts by local educators
2. *Access*: OER made available in online, offline and print format.
3. *Learning journeys*: teachers select OER to meet their own professional learning needs.
4. *Support*: Multiple forms, through the online platform, face-to-face classes with trained facilitators / district educators and informal social media platforms





# GPE KIX Uzbekistan: *Adapting and scaling professional development approaches*

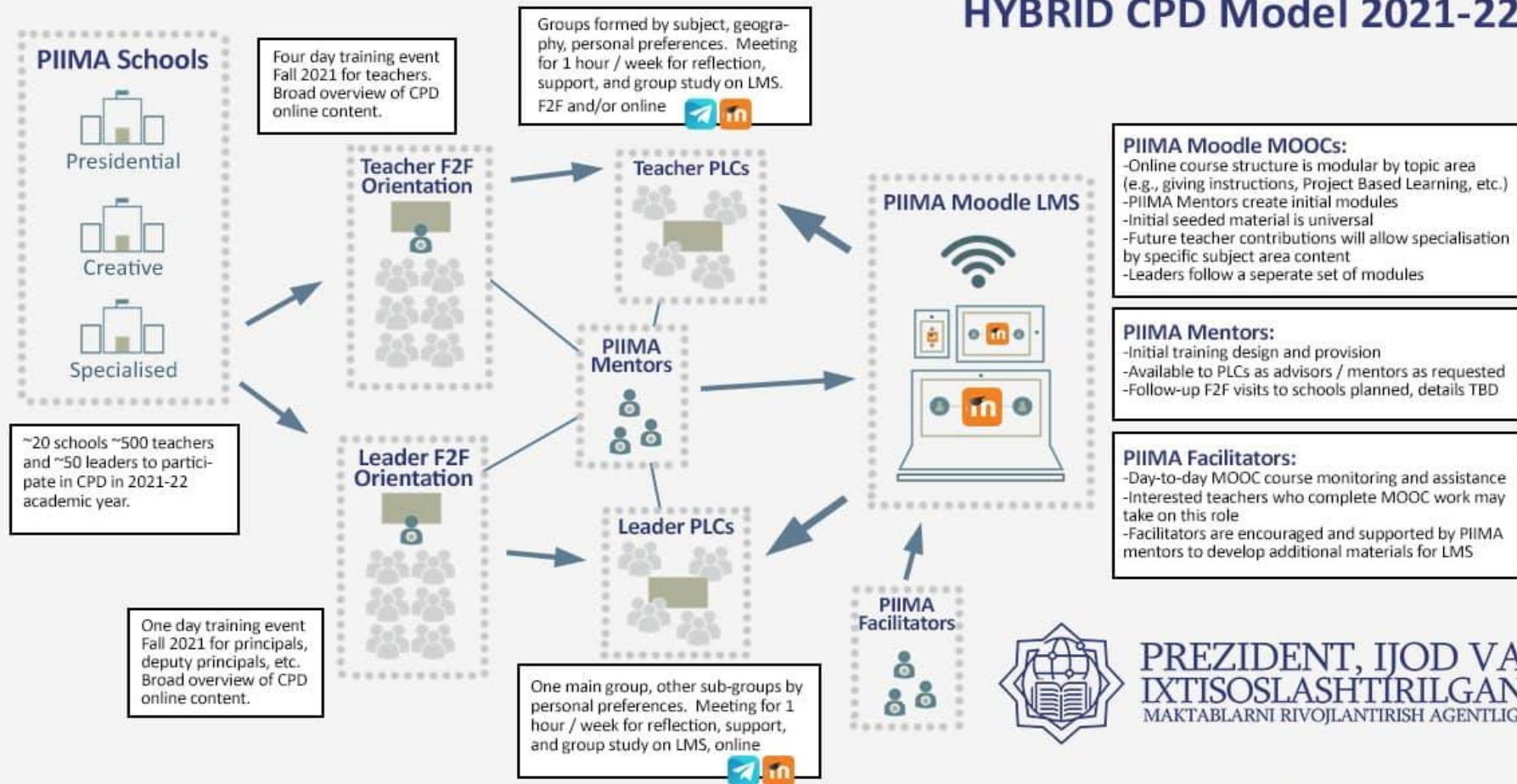
## *GPE KIX project:*

- Consortium partners in Uzbekistan: UNESCO Tashkent Office + PIIMA
- Key research question: How and to what extent can the TPD@Scale approach be used for in-service teacher training in Uzbekistan to improve all teachers' access to quality professional development?

## *Rapid Country situational analysis as relates to scaling TPD@Scale*

- TPD currently understood as 144 hours of mandatory standardised training courses and activities once every 5 years
- This is not oriented towards teachers' specific and diverse needs; teacher motivation to participate is low
- The Government is committed to radically reform TPD
- Many teachers use mobile phones and data packages to help with lesson preparation (survey Dec 2020)

# PIIMA Uzbekistan – Presidential, Specialised, Creative Schools HYBRID CPD Model 2021-22



**PREZIDENT, IJOD VA  
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## Key features of the TPD@Scale approach in Uzbekistan

- Adapts the core ideas of TPD@Scale to this context eg *opportunities to explore new ideas and activities in teachers' own classrooms appropriate to their needs and the needs of their students; time to collaborate with colleagues; expert support;*
- Teachers are partners in the endeavour eg collaborative development of content
- System approach including school leaders, heads of department and other stakeholders
- Sustainability built in: teachers in the initial phase can become facilitators
- Model includes initial face-to-face workshops with teachers to introduce them to the new approach to professional development.
- First phase field testing in diverse sites across the country now underway. Findings to inform larger field testing in 2022 (Improvement Science methodology).



**Thank you!**

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**TPD@Scale Coalition**

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