



11th ADB International Education and Skills Forum

Applying a Fresh Lens to Unlock the Power of Human Capital



香港教育大學
The Education University
of Hong Kong



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Capacity Building Models: System Transformation Involving Stakeholders

Professor LIM Cher Ping

Chair Professor of Learning Technologies & Innovation

The Education University of Hong Kong

Visiting Professor, *UNESCO-ICHEI*

TPD@Scale Coalition Founding Member

(<https://tpdatscalecoalition.org/>)

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Teacher Professional Development at Scale: Equity, Quality & Efficiency



Equity

accessible and inclusive for all teachers

Quality

adheres to the principles of effective TPD (Incorporates active learning, learning by doing, supports collaboration, provides coaching and expert support, and offers opportunities for feedback and reflection)

Efficiency

optimization of inputs to achieve desired outputs, lifelong learning and cost-effectiveness



Teacher Professional Development at Scale: Equity, Quality & Efficiency

Effective TPD

Learning @Scale

Challenges in the Global South

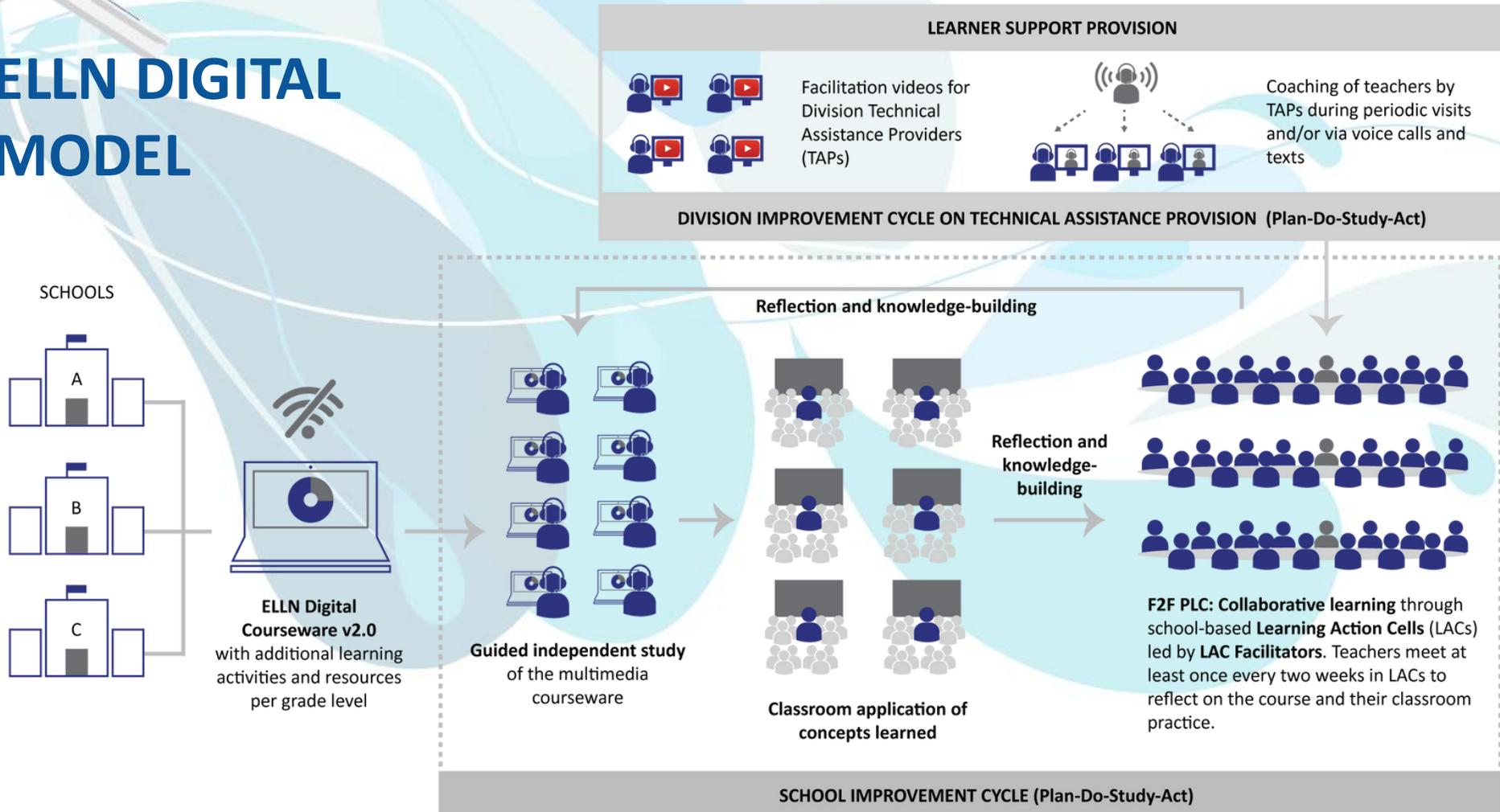




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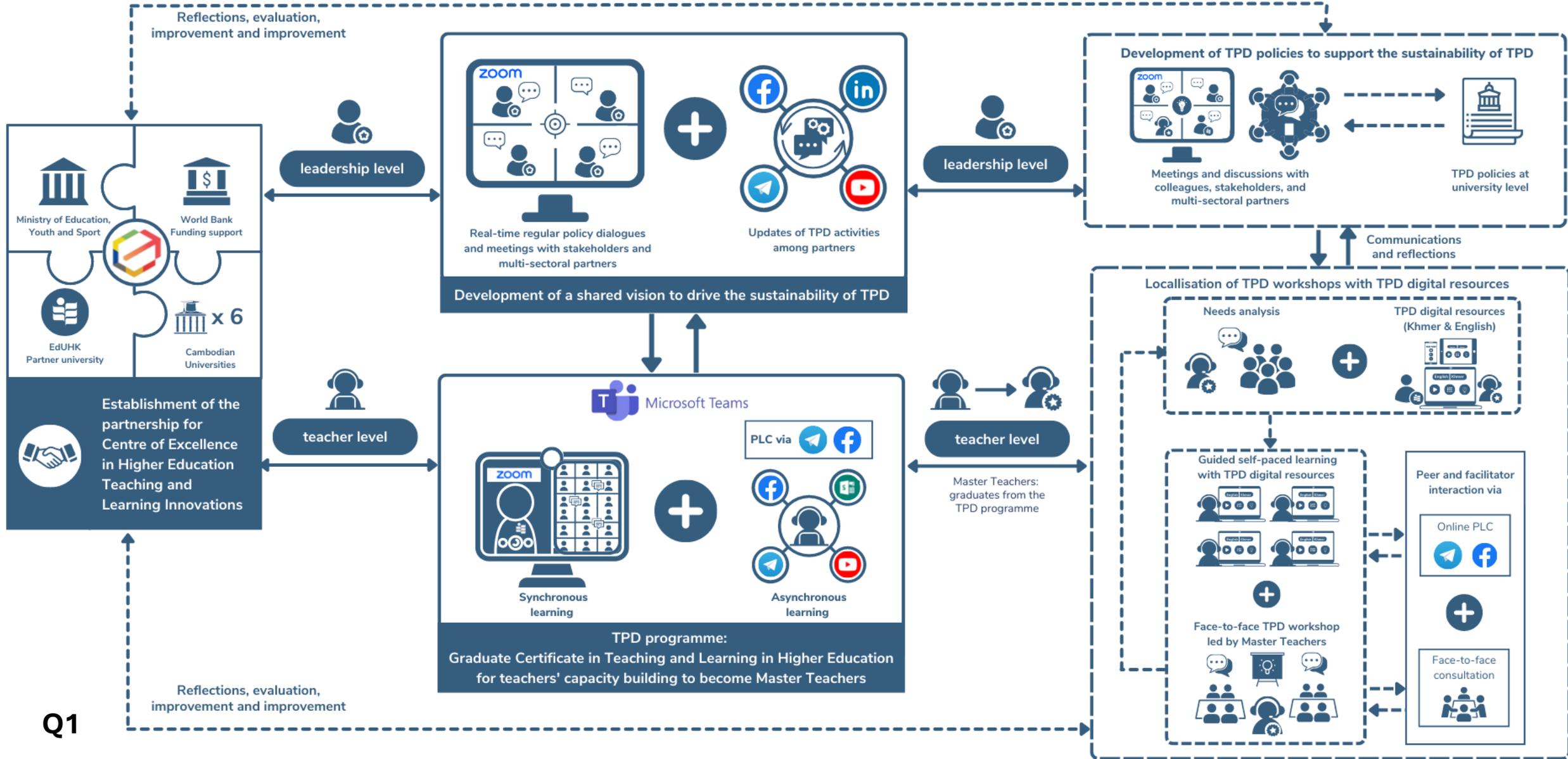
ELLN DIGITAL MODEL



CENTRE OF EXCELLENCE TPD MODEL

Capacity building for quality TPD in six Cambodian universities

Scaling-up of TPD activities led by Master Teachers in their own universities





A Framework For Strengthening Teacher Professional Development Systems with ICT



Sources:

- Global Partnership for Education Knowledge and Innovation Exchange (GPE KIX)'s multi-site empirical TPD@Scale research project, "Adapting and Scaling Teacher Professional Development Approaches in Ghana, Honduras, and Uzbekistan."
- Wolfenden, F. (2022). *TPD@Scale: Designing Teacher Professional Development with ICTs to Support System-Wide Improvement in Teaching.*



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Six pillars



Policies

1. Policies for TPD **contribute to national education goals** and align with wider education policies at each level of the system.
2. Policies recognise the **diversity of the teacher workforce** and the range of contexts in which teachers work.
3. Policies require **allocating resources** to support teacher participation in different forms of TPD as appropriate to their context and needs.
4. ICT-mediated TPD is regularly monitored and **subject to continuous improvement**.



ICT

1. ICT tools are harnessed to **mediate TPD in ways which are contextually appropriate** and responsive to teachers' professional learning needs.
2. Teachers and teacher educators have **continuous opportunities** to develop their digital skills.
3. TPD information management systems utilise ICT to **record teachers' TPD experiences and professional growth** and link this to career progression.



Supporting Capacities

1. **Appropriate roles at different system levels** are in place to provide virtual and in-person support for teachers in ICT-mediated TPD programs.
2. There is **regular, high-quality professional development** for staff supporting ICT-mediated TPD, modelling expectations for teachers.
3. **Sufficient resources** are allocated to maintain and update ICT hardware and software throughout the teacher education system.



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Partnership

1. Public agencies responsible for TPD, school management, and the teaching workforce **collaborate to ensure a coordinated and comprehensive** TPD system.
2. Opportunities for **regular dialogue with teachers** are securely in place.
3. **Providers of ICT-mediated TPD coordinate with institutions** responsible for initial teacher education.
4. **All partners in ICT-mediated TPD understand and support equity** in TPD and practice inclusion in their partnerships.



Learning Design

1. Designs of ICT-mediated TPD centre on **practical, relevant, and intellectually stimulating subject-based activities** that teachers can undertake in classrooms, complemented by support from peers and experts.
2. The design of ICT-mediated TPD is **flexible to enable multiple adaptations** for different groups of teachers and contexts.
3. Tools for teachers to **self-diagnose their professional learning needs and to reflexively assess** their professional growth are embedded in ICT-mediated TPD.



Communication Channels

1. The value of TPD, including ICT-mediated TPD, to teachers and their learners is strongly reinforced **in all messaging across the education system**.
2. **Multiple channels are in place to inform** teachers and other actors at different levels of the education system about diverse TPD opportunities.
3. **Systems are in place to enable teachers and those supporting teachers to give feedback** on TPD needs and experiences and contribute case studies, localised resources, and new materials to TPD repositories.



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THANK YOU



LIM Cher Ping

Chair Professor of Learning Technologies and Innovation, Faculty of Education and Human Development; Co-Director, Global Institute for Emerging Technologies, ***The Education University of Hong Kong***

Visiting Professor, ***UNESCO-ICHEI***

TPD@Scale Coalition Advisory Board Member

clim@eduhk.hk

<http://ied.academia.edu/CherPingLim>



gietequity@eduhk.hk



www.linkedin.com/company/giet-equity-eduhk





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Capacity Building Models

Mr. Yorihsa Ohneda



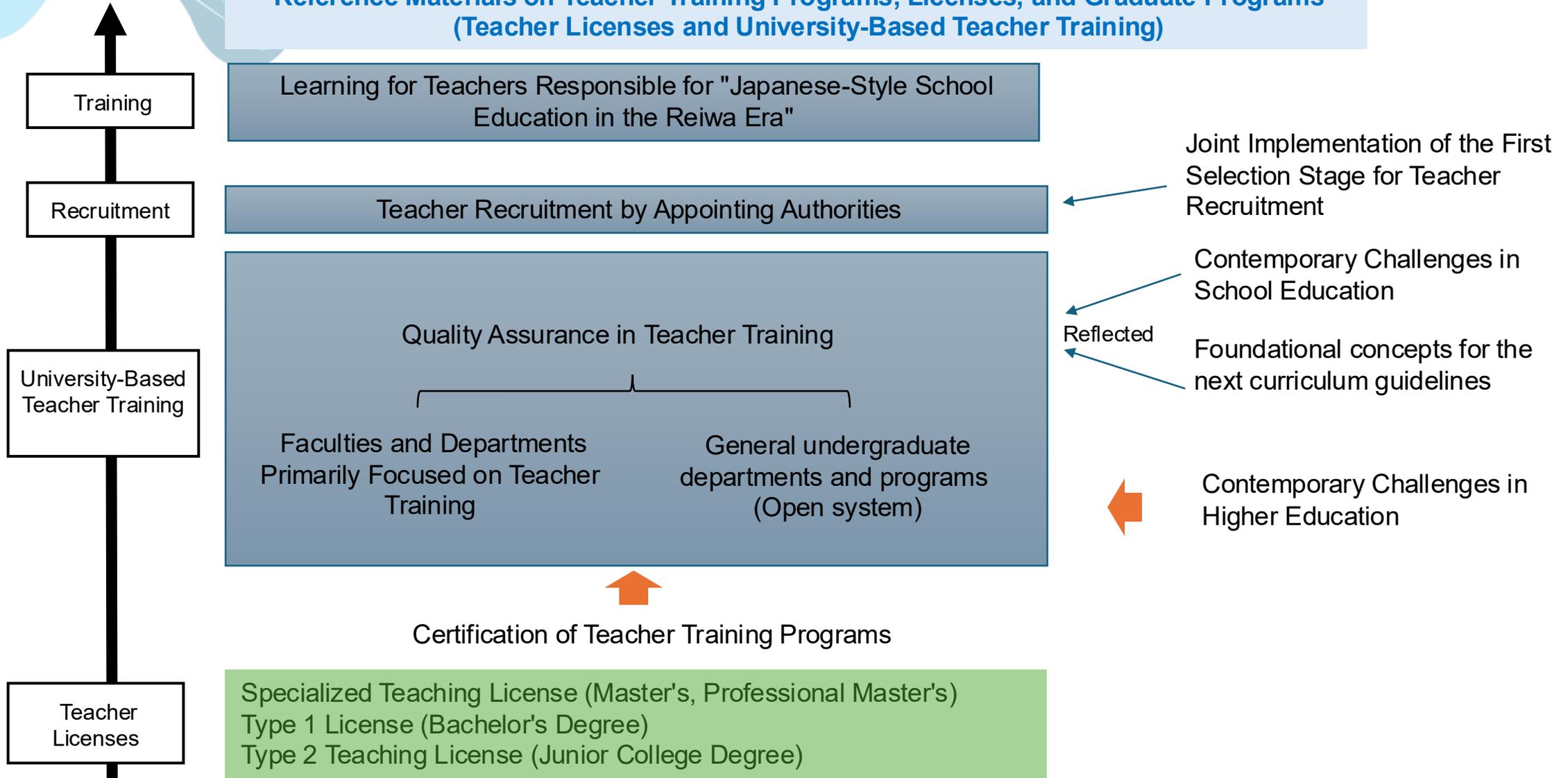


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Reference Materials on Teacher Training Programs, Licenses, and Graduate Programs (Teacher Licenses and University-Based Teacher Training)





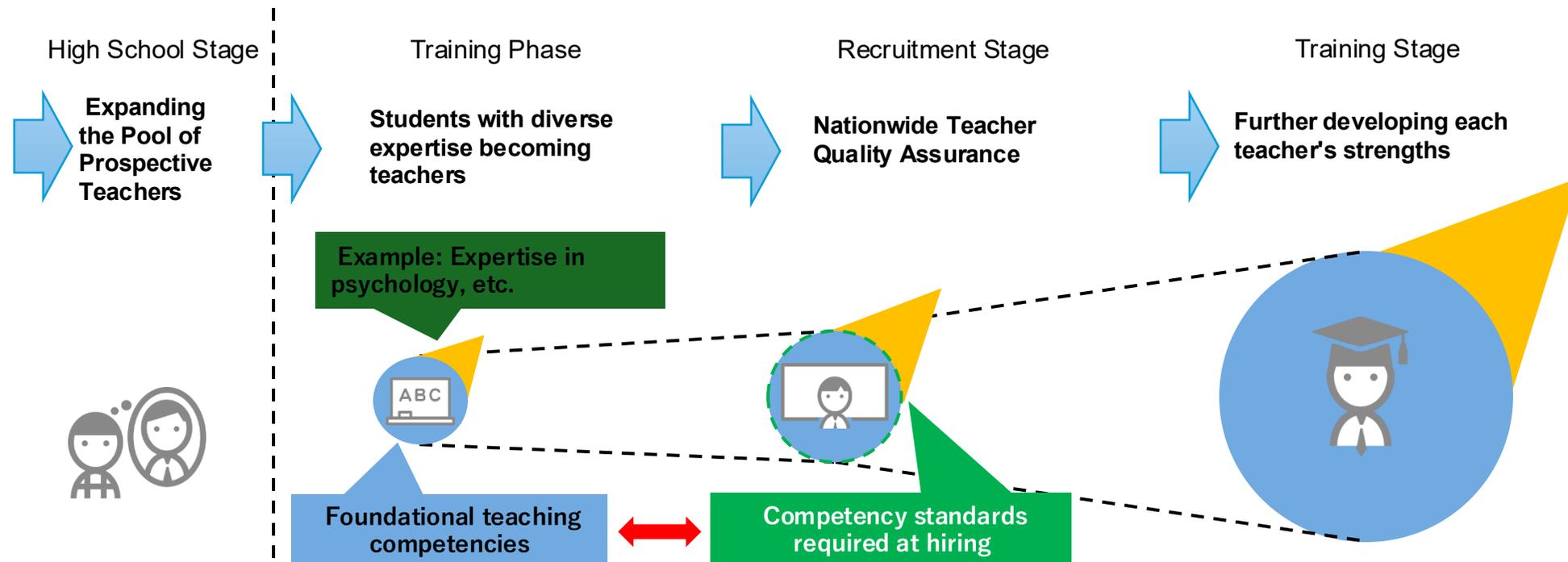
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Conceptual Framework for Teacher Competency Development Across Training, Recruitment, and Professional Development Stages

- To form a high-quality teaching staff with diverse expertise, **it is necessary to establish mechanisms at each stage—training, recruitment, and professional development—that enable** teacher education students and teachers **to develop their respective strengths and expertise** throughout their careers.
- During the training stage, teacher training should be restructured **around core content while incorporating strengths and expertise gained through specialized learning**.
- At the recruitment stage, assessment should measure whether candidates possess the fundamental competencies required of teachers.
- Professional development should provide **opportunities to further develop strengths and expertise acquired during** teacher education and after entry into the profession, aiming to create a system that enables continuous improvement of teachers' competencies.





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Cross-municipal analysis of teacher policies (training, hiring, professional development, workplace environment improvement, etc.) focused on "teachers"

< Data Analysis Concept (Proposed) >

- ① Which kind of element foster both of cognitive and non-cognitive skills of students
- ② Evaluating the effectiveness of **educational measures aimed at enhancing the qualities and abilities of teachers** who can foster both of cognitive and non-cognitive skills

