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.

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

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.
A large-scale blended learning course *Early Language, Literacy, and Numeracy (ELL 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).
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** through collaboration, research, and implementation support

*Ensure inclusive and quality education and promote lifelong learning opportunities for all*

**Participating Organizations**

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

**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

- 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

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 and how to adapt them effectively and appropriately for a wide range of Global South contexts.
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

Landscape Review

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

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 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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