

PRIMER

Quality education for all through empowered and effective teachers.

1. What is the TPD@Scale Coalition for the Global South?

The TPD@Scale Coalition for the Global South is a collaborative effort of ministries of education and other government agencies; international organizations; development agencies; non-governmental organizations; universities, education colleges, and training institutions; research and policy centers; private corporations; and other education and technology stakeholders who are engaged in teacher professional development (TPD). The Coalition aims to contribute to the attainment of Sustainable Development Goal (SDG) 4—ensure inclusive and quality education and promote lifelong learning opportunities for all—by promoting quality, equitable, and sustainable large-scale, ICT-mediated TPD through collaboration, research, and implementation support.

2. What is Teacher Professional Development (TPD)?

Teachers play a pivotal role in engaging students, helping them to monitor and manage their own learning, and enabling them to enhance their learning outcomes. Facilitating effective learning and enabling students to develop lifelong learning skills require that teachers develop core competencies and keep their knowledge and skills up-to-date through high-quality TPD.

In the past, TPD was considered an *event*, i.e., the “professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p. 41). As the paradigm of TPD has shifted towards a *process* of learning (Fullan, 2015), our working definition adopts a broad view of TPD as “activities that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (OECD, 2009, p. 49). This means that TPD may include formal courses, non-formal training activities (such as workshops

and seminars), and informal experiences (such as participation in a professional learning community). More importantly, 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 (Villegas-Reimers, 2003).

Research has identified common features of 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, Hyler, & Gardner, 2017).

MISSION

To promote quality, equitable, and sustainable large-scale, ICT-mediated teacher professional development 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

Critical bottleneck in achieving SDG 4 by 2030: Massive teacher shortage in the Global South

68.8M

TEACHERS
need to be recruited
and trained

(UNESCO Institute of Statistics, 2016)

UP TO 15%

**ATTRITION RATE IN
SUB-SAHARAN AFRICA**
among public primary school teachers

(UNESCO, 2016)

~25%

**SECONDARY SCHOOL TEACHERS IN
SUB-SAHARAN AFRICA
AND IN THE CARIBBEAN**
have no formal training

(UNESCO, 2016)

20%

**INSTRUCTIONAL TIME IN
LATIN AMERICA & THE CARIBBEAN**
wasted due to absenteeism and
inadequate preparation

(Bruns & Luque, 2015)



TPD@Scale Coalition for the Global South Inception Workshop
17-19 January 2018, The Education University of Hong Kong

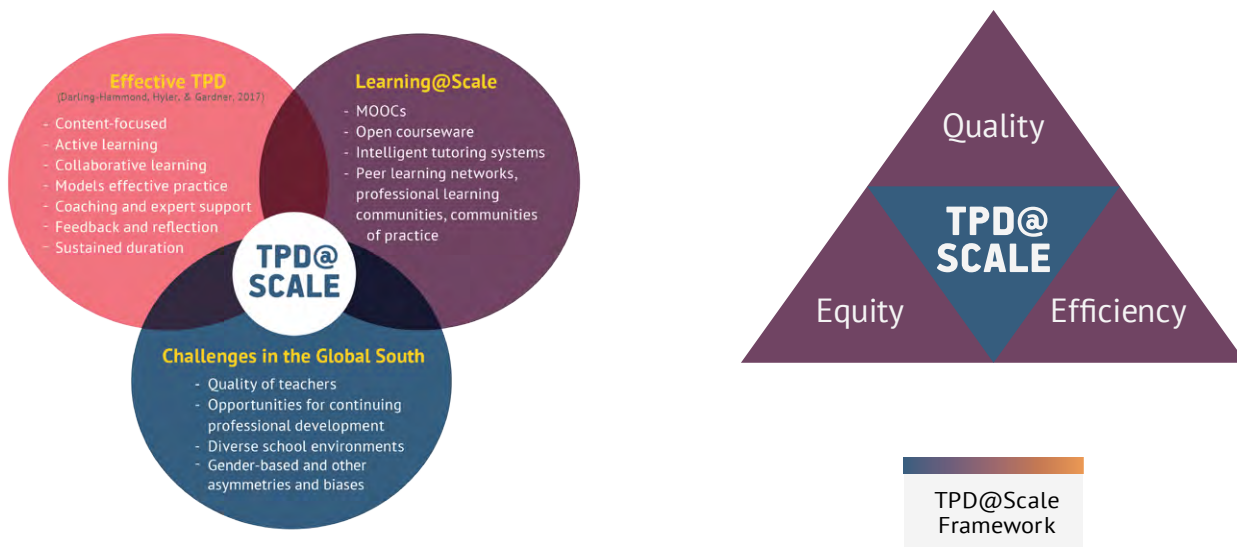
3. What does “at scale” mean?

Two related theoretical currents inform our definition of “at scale.” First, we consider the extensive literature on “scaling” and understand this process to involve “a range of pathways that expand and deepen effective approaches that lead to lasting improvements in people’s lives. These approaches may consist of a policy, program, practice, or idea. . . . [W]hat is important is that the act of ‘scaling’ is about expanding coverage while simultaneously ensuring the depth of change necessary to support and sustain a lasting educational improvement” (Robinson, Winthrop, & McGivney, 2016, p. 35).¹

Second, we use the term “@Scale” as it is defined in the emerging research and development field of learning at scale (“L@S”): learning environments mediated by information and communication technologies (ICT) that engage large numbers of learners, whether remotely or face-to-face.² Massive open online courses (MOOCs), open courseware, intelligent tutoring systems, learning games, and a variety of peer learning networks and collaborative communities are among the emergent forms of L@S. The emphasis here is in taking advantage of the affordances of ICT to achieve quality learning on a large scale not possible through conventional means.

4. What is TPD@Scale?

TPD@Scale applies the accumulated theoretical and practical knowledge about effective TPD, scaling, and L@S to building inclusive, cost-effective, and sustainable large-scale professional development environments for teachers (see *Venn diagram*). 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. In doing so, TPD@Scale harnesses the power of ICT in strategic and context-sensitive ways to ensure equity (i.e., accessible and inclusive of all teachers regardless of gender, ethnicity, geographic location, etc.), quality (i.e., based on the principles of effective TPD), and efficiency (i.e., optimization of inputs to achieve desired outputs; cost-effectiveness) in professional development for teachers (see *triangle*).

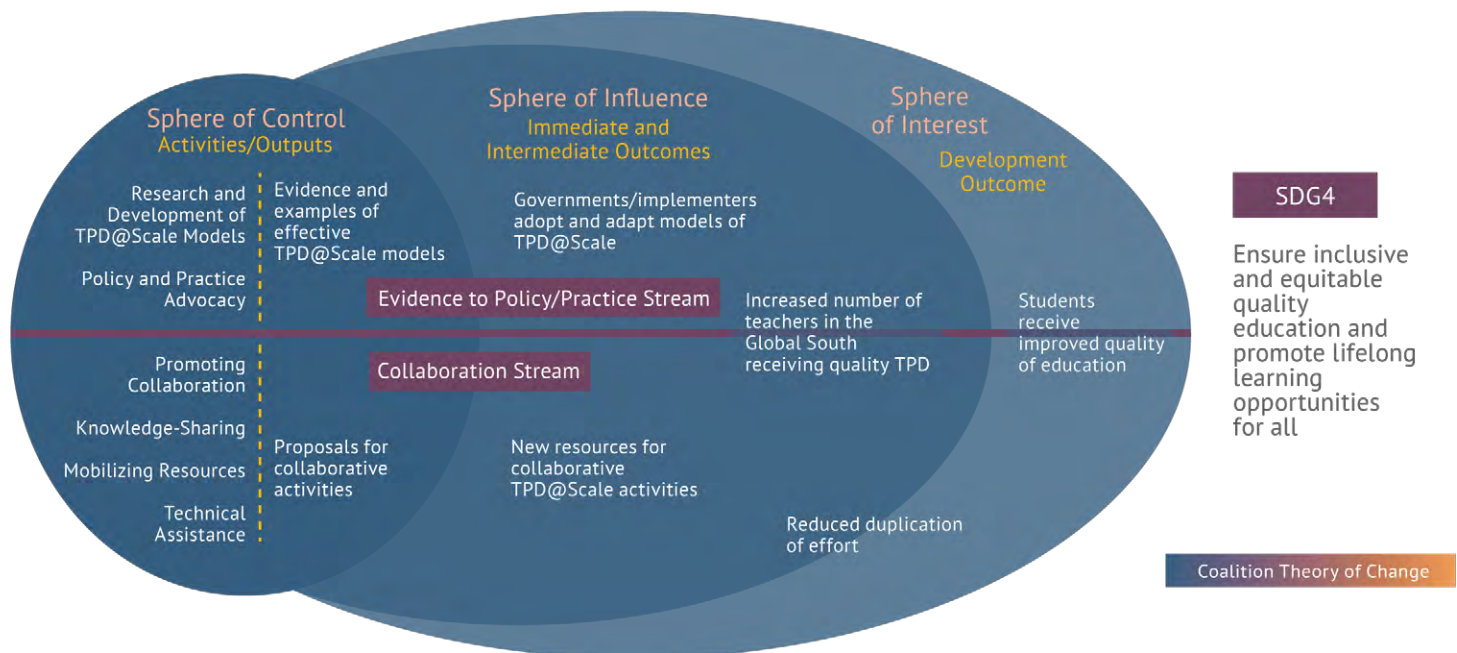


¹ In defining “scaling,” Robinson et al. (2016) draw from some of the most influential papers on scale including Coburn (2003); Meyers (1984); Uvin and Miller (1994); Samoff et al. (2001); Fajans, Ghiron, Kohl, and Simmons (2007); Hartmann and Linn (2008); ExpandNet and World Health Organization (2011); and Chandy et al. (2013).

² See, for example, the proceedings from the ACM Conference on Learning at Scale for a sense of the breadth and depth of the work being done in this emerging research field: <https://learningatscale.acm.org/las2014/>, <https://learningatscale.acm.org/las2015/>, <https://learningatscale.acm.org/las2016/>

5. How does the Coalition work?

The Coalition has two main streams of activities: (1) evidence to policy and practice; and (2) collaboration (see Theory of Change). The evidence to policy and practice stream provides technical assistance to institutions and organizations engaged in designing and rolling out TPD@Scale programs at national and sub-national levels. This stream also involves research and knowledge generation on the design, development, and scaling of effective TPD@Scale models. The knowledge generated will feed back into further technical assistance and research around more TPD@Scale activities, forming a virtuous cycle. The collaboration stream, on the other hand, brings together the collective expertise and activities of Coalition members to support work in the evidence to policy and practice stream.



6. How did the Coalition start?

The Coalition was initiated by Digital Learning for Development (DL4D), a global research network that aims to improve educational systems in developing countries through expanding understanding about digital learning, fostering collaboration on research, testing digital learning innovations, and scaling proven innovations. DL4D is jointly funded by the International Development Research Centre (IDRC) of Canada and the Department for International Development (DFID) of the United Kingdom, and is administered by the Foundation for Information Technology Education and Development (FIT-ED) of the Philippines.

The idea of forming a coalition was informed by work commissioned by DL4D, *Learning at Scale for the Global South*,³ which examines the potential of online learning to broaden access to high-quality education and training, considers the barriers that still exist in the Global South to realizing this potential, and proposes an action agenda for, among others, TPD@Scale. In January 2018, the Coalition held an inception meeting at The Education University of Hong Kong attended by 31 international, regional, and national organizations:

- Aga Khan Academies
- Asian Development Bank
- Concordia University
- Directorate of Higher Education, Cambodia
- EAFIT University
- Foundation for Information Technology Education and Development
- Fundación Ceibal
- Government of Canada
- International Development Research Centre
- International Task Force on Teachers for Education 2030/People's Friendship University of Russia
- IT for Change
- Knoware
- Korea Education and Research Information Service
- 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
- UK Department for International Development
- United States Agency for International Development
- University College London Institute of Education
- University of the Philippines Open University
- World Vision
- York University



³ <http://dl4d.org/portfolio-items/learning-at-scale-for-the-global-south/>

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