TPD@Scale Coalition for the Global South

Philippines & Indonesia
Country Case Studies

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A blended model for teacher professional development (TPD) program
Piloted in 2016-2017 with a course for K-3 teachers called ELLN (Early Language Literacy and Numeracy) Digital. The national scale up of ELLN Digital involving 300K+ teachers in 36K+ schools is underway.

Lead organization(s) and institution(s) involved
- Department of Education/Office of the Undersecretary for Curriculum and Instruction/Bureau for Learning Delivery/Teacher Learning Division (DepEd)
- Foundation for Information Technology Education and Development, Inc. (FIT-ED)
Intervention Overview: TPD@Scale Philippines

• **Country situation as relates to scaling TPD**
  - Traditional, face-to-face (F2F) cascade model for teacher training > 900K+ K-12 teachers in 48K+ public schools
  - 2015: Request from DepEd for an alternative model of TPD delivery > flexible, scalable, cost-efficient, sustainable
  - 2016-2017: DepEd 10-day F2F ELLN workshop adapted to pilot a blended TPD model designed to scale using technology (“TPD@Scale”). Pilot evaluation yields positive results; identifies key challenges for scaling.
  - 2018-onwards: DepEd and FIT-ED prepare for phased national scale up beginning SY 2019-2020
Pilot Blended Learning Model

Weekly webinars for division-based Learning Facilitators trained F2F

Guided independent study of the multimedia courseware with classroom application

Teachers meet weekly in school-based Learning Action Cells (LACs) led by LAC Facilitators to reflect on the course and their classroom practice.

Reflection and knowledge-building

Provision of monitoring and support

2016-2017 Pilot

| 240 Schools | 31 Divisions | 11 Regions | 42 Learning Facilitators | 4,000+ Teachers |

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National Scale-Up Model

Webinars for region and division-based education supervisors converted into short Facilitation Videos

Provision of monitoring and support

Reflection and knowledge-building

Guided independent study of the multimedia courseware with classroom application

Reflection and knowledge-building

Teachers meet once every 2 weeks in school-based Learning Action Cells (LACs) led by LAC Facilitators to reflect on the course and their classroom practice.

Develop a school/division-level facilitation strategy with DepEd

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| REACH | 35,000+ Schools | 255 Divisions | 17 Regions | 300,000 Teachers |
Results from the Evaluation of the Pilot

- Small but significant gains in teacher knowledge and learning measured by the CPK and TSNA tools
  - Considerable variation between schools
  - Rural teachers performed significantly better than urban teachers
- Teacher satisfaction was highly positive as measured by the ECS
- These results were supported by the qualitative data gathered in the 6 case study schools
Key Scaling Challenges in the Philippines

Paradigm Shift from F2F to Blended

• Organizational readiness: planning, decision-making, M&E
• Resourcing: material and human
• Learning design
  o Differentiation/personalization – diversity of learners in a diversity of contexts
  o Learner support
  o Assessment

Building the system’s capacity at all levels to be adaptive (“learning by doing” and “learning to learn”)
# TPD@Scale Philippines Moving Forward

<table>
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<tr>
<th>TPD@Scale Philippines National Launch and ELLN Digital National Scale Up Implementation Workshop</th>
<th>National Orientation on the Adoption of the Blended Learning Model for TPD Delivery: ELLN Digital National Implementation</th>
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| August 2018 | August 2019 Visayas  
August 2019 Mindanao  
August 2019 Luzon |

- Launch of partnership between the Coalition and DepEd
- Workshop for Region and Division field operatives for the national roll-out of ELLND in SY2019-2020

| Nationwide orientation on the Blended Learning Model for TPD in preparation for nationwide ELLND delivery |

### Other Incoming Activities:

- Instructional Design Workshop to capacitate Education Specialists of the DepEd BLD-TLD to develop TPD courses in-house
- Development of additional, shorter courses to deepen the language and literacy courses of ELLN, as well as enhance the available course on numeracy
Intervention Overview: TPD@Scale Indonesia

• **Teacher Learning Centre (TLC)**
  o A structured sustainable learning organization managed by a group of teachers to plan, develop, and initiate professional development (PD) programs, under the supervision of local government
  o TLC involves the development of human resources, governance, and infrastructure/facilities

• **Lead Institutions**
  o Provincial/District Education Board
  o Putera Sampoerna Foundation - School Development Outreach (PSF-SDO)
Intervention Overview: TPD@Scale Indonesia

- **Country Situation**
  - Limited access and high cost to PD to serve a great number of teachers (around 3 million teachers in 2019)
  - Ineffective government Teachers Learning Community (Subject Teachers Working Groups: a non-structured organization of teachers at the district level) due to unstructured programs, limited access from the rural areas, minimum supervision from the local government (a preliminary research conducted by University of Indonesia, 2016)
Key Scaling Challenges in Indonesia

• The availability of ICT infrastructure to cover all areas in 500 cities/regencies in Indonesia (access to internet), particularly in rural areas is limited
• The high number of aging teachers that are ICT illiterate becomes a challenge in accelerating the use of technology for PD
• Since the public school teachers are civil servants, they rely highly on the commitment of the local government. Changes in local government leadership often causes changes in local government policies (which teachers must follow)
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.
TPD@Scale Coalition Secretariat

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