TEACHER PROFESSIONAL DEVELOPMENT: AN INTERNATIONAL PERSPECTIVE

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Teacher Professional Development (TD)

- TD “is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.” (Glatthorn 1995)
- TPD “is the body of systematic activities to prepare teachers for their job, including initial training, induction courses, in-service training and continuous professional development within school settings.” (OECD 2010)
Teacher Professional Development (TD)....... 

- It includes: formal and informal experiences 
- It is a long term process 
- It is multi-dimensional: content, process and context
ODL IN TEACHER PROFESSIONAL DEVELOPMENT: SPECIFIC USES

✓ Pre-service and in-service training of teachers on a large scale and in a shorter time-scale.
✓ To provide more access to quality learning resources and continuing professional development to remote and rural teachers;
✓ Upgrading programmes for both qualified and unqualified teachers while on-the-job.
✓ To provide cost-effective teacher education and training.
ODL IN TEACHER PROFESSIONAL DEVELOPMENT

- To support school-based training programmes: initial and CPD
- For large scale dissemination of information about new curricula, teaching strategies, policies and standards
Commonwealth of Learning

- Intergovernmental organisation
- Established by Commonwealth Governments in September 1988
- Began operations in 1989, headquartered in Vancouver
- Funded on a voluntary basis by Commonwealth Governments
- International Board and staff
- Several hundred projects/model building
- Shared experience/global networks
COL's Geographical outreach
The Commonwealth
COL’s SUPPORT TO TEACHER EDUCATION.

Through its Teacher education initiative, and in partnership with teacher education institutions, ministries of education and some development partners, COL:

- Provides support to teacher education institutions to design and deliver quality teacher education through ODL;
- Supports the development of pedagogic content knowledge and skills among ODL practitioners;
COL’s SUPPORT TO TEACHER EDUCATION

✓ Supports conventional teacher education institutions to make the transition to dual mode;
✓ Facilitates the development and use of Open Education Resources (OERs);
✓ Develops the capacity of teachers and teacher educators to implement Child Friendly Schools Models and Approaches; and
✓ Advocates the use of ODL in teacher education to address shortfalls in teacher supply and enhance teacher quality.
THE CONTEXT FOR COL’S WORK
COL’S Teacher Education Initiative

- supports MOEs and TE institutions to harness the potentials of ODL and new technology in order to:
  1. address current and projected shortfalls in teacher supply; and
  2. improve the quality of teaching and teacher education

In the context of EFA and MDG goals
PROJECTED SHORTFALLS IN TEACHER SUPPLY

- 10 Million teachers needed worldwide
- The greatest need is in Africa- 3.4 million needed by 2015
- South and West Asia- 4.7 million
- India- Currently 523,000 are vacant. Government policies in place to reduce class sizes and ensure universal access to primary education require an additional 510,000 over and above current vacancies.
CHALLENGES

Worldwide 18 million new teachers will be required by 2015, 3.8 million of them in Africa. Millions of untrained teachers already in post also need extra training.

TEACHERS NEEDED

- Nigeria: 580,000 to 706,000
- Kenya: 150,000 to 192,000
- Malawi: 41,000 to 75,000
- Bangladesh: 370,000 to 453,000
TEACHER QUALITY

Proportion of trained teachers:
- Uganda: 37%
- Gambia: 58%
- Ghana: 56%
- Nigeria: 54%

UNESCO UIS 2010
Unqualified teachers: regional differences e.g. India

- In Delhi the proportion of unqualified teachers is 0.08%.
- In Arunchal Pradesh (a state with minimal teacher training capacity) the unqualified percentage is 71.21%.
- In Bihar, 45% of existing teachers are unqualified. Similar statistics apply to states such as Orissa, Uttar Pradesh and West Bengal. (The Bordia Report 2010)
COL’s TE: Core Strategies

- Partnerships
- Capacity building
- Materials development including OER
Activities

- Training of teachers and teacher educators
- Quality Assurance
- Development of course materials/Open educational Resources
- Mainstreaming Child Friendly schools
RESULTS: 2009-2012

- Support has been provided to more than 30 teacher training institutions and agencies in 24 countries in all regions of the Commonwealth.
- More than 350,000 teachers and teacher educators trained across the Commonwealth.
Trends and issues

- Greater recognition of the efficacy of ODL in addressing shortfalls in teacher supply and CPD across all countries: new ODL programmes, expansion of existing ones;
- ODL seen as cost effective alternative but rhetoric is not often matched with greater investment in ODL;
- Few pre-service programmes, in-service, upgrading programmes most common.
Trends and issues......

- There are concerns about the “low” quality of teachers trained through ODL even though there is very little systematic data to support this view;

- The unprecedented growth in mobile phone ownership has prompted greater interest in its potential use in ODL for TT

- The unevenness of technology development, lack of internet access and inadequate bandwidth, have impeded the effective use of new technology for teacher training
Trends and issues......

- There is significant increase in the use of OER to improve the quality of curricula and enhance access to school-based training through the use of resources that support teachers’ work e.g TESSA

- There is a general lack of robust QA frameworks within ODL institutions or for ODL programmes in dual mode institutions
Lessons learned

- Success depends to a considerable extent on full and sustained engagement with partner institutions from the very outset.
- The adoption of policy frameworks requires strong political commitment and often takes years to accomplish. COL needs to persevere and to offer support at appropriate junctures.
- Embedding COL’s interventions in national and institutional plans is an essential pre-requisite for successful implementation.
COUNTRIES: 2009-2012

PARTNERS

Ministries of Education; Commonwealth Secretariat (COMSEC); Caribbean Community (CARICOM); UNESCO; UNICEF, Teacher Education in Sub-Saharan Africa Secretariat Open University UK (TESSA OUUK); Lesotho College of Education (LCE); University of Limpopo (UL), South Africa; Kigali Institute of Education (KIE), Rwanda; University of Gambia; Memorial University of Newfoundland Canada, National Teachers’ Institute (NTI) Kaduna, Nigeria; National Commission for Colleges of Education (NCCE), Nigeria; National Institute for Educational Planning and Administration Nigeria, Federal College of Education Yola, Nigeria, Freetown Teachers’ College (FTC), Sierra Leone; Centre for Environmental Education (CEE), India; National Council on Educational Research and Training (NCERT), India; NAAC India, Shreemati Nathibai Damodar Thackersey (SNDT) Women’s University, India; University of Papua New Guinea (UPNG) Open College; Joint Board for Teacher Education (JBTE), Jamaica; Open University of Sri Lanka (OUSL).
THANK YOU!