



COMMONWEALTH *of* LEARNING

# 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.....

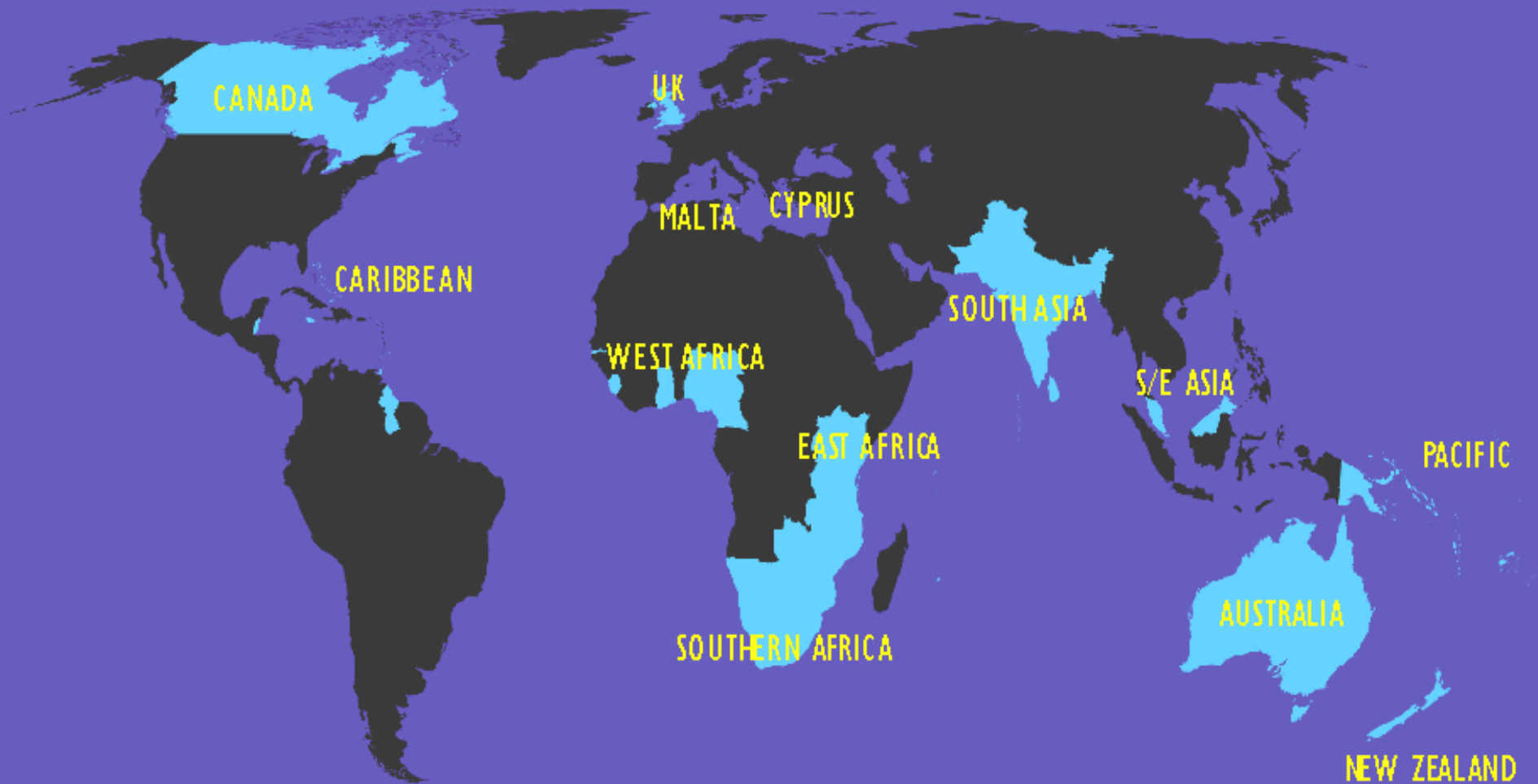
- ✓ To support school-based training programmes: initial and CPD
- ✓ For large scale dissemination of information about new curricula, teaching strategies, policies and standards

# 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.

# TEACHERS NEEDED



580,000 to 706,000



150,000 to 192,000



41,000 to 75,000



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

- Belize, Botswana, The Gambia, Ghana, India, Jamaica, Kenya, Lesotho, Malawi, Maldives, Namibia, Nigeria, Papua New Guinea, Rwanda, Samoa, Sierra Leone, Solomon Islands, Swaziland, South Africa, Sri Lanka, Trinidad & Tobago, Uganda, Zambia.



# 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!