



COMMONWEALTH
of LEARNING

Teacher
Education

Teacher**Futures**

The Concept

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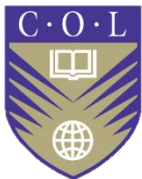
Teacher Futures Stakeholder Forums

Date: May - June, 2018



COMMONWEALTH *of* LEARNING

To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development



GOAL 4

A group of diverse young children in a classroom, smiling and engaged in learning. The children are wearing blue and yellow uniforms. The background is slightly blurred, showing other students and a teacher.

ENSURE INCLUSIVE AND EQUITABLE QUALITY
EDUCATION AND PROMOTE LIFELONG LEARNING
OPPORTUNITIES FOR ALL

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal

GOAL 4

Target 4c:

By 2030, substantially **increase the supply of qualified teachers**, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states

ECONOMIC
GROWTH

SOCIAL
INCLUSION

ENVIRONMENTAL
CONSERVATION

Learning for Sustainable Development

COL's Teacher Education Initiative

- The initiative aims at improving the capacity of partner countries to be able to deliver quality learning opportunities for sustainable development through innovative school-based, technology-supported teacher professional development programmes
- Under its programme, '**Teacher Futures**', COL works with Teacher Education Institutions (TEIs), teachers and teacher communities towards scalable national and cross-national teacher development models for improved learning outcomes

TeacherFutures



ANNOUNCEMENTS

eFacilitation Workshop: National Teachers' Institute, Nigeria. March 12 - 15, 2018 ||



An integrated programme
by COL aimed at improving
teacher quality through
innovative School-Based
Teacher Development
(SBTD)



On-going programmes

1

Sierra Leone

A school-based INSET programme for junior secondary school teachers in Sierra Leone

2

Kiribati

Improving senior secondary teacher quality through ICT-supported and innovative school-based teacher development

3

Nigeria

Green Teacher: An environmental education programme for primary school teachers

4

Seychelles

Strengthening capacity for teacher education and development



TeacherFutures

A large purple circle with a white background, containing the text 'Stakeholder Forums' in purple.

Stakeholder Forums

1

Purpose

Stakeholder participation in project design for COL support towards school-based teacher development in secondary schools in respective partner countries

2

Dates

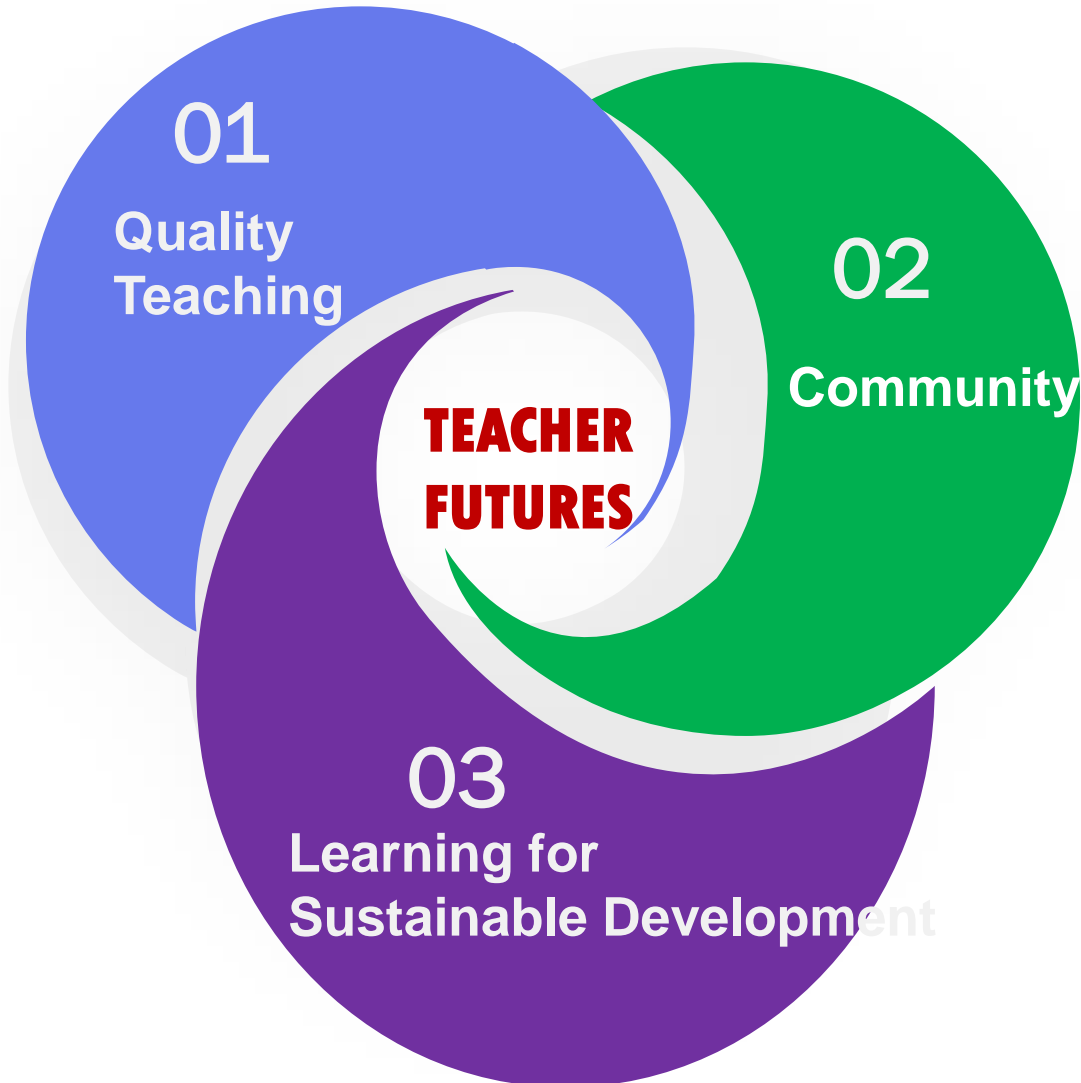
May – June, 2018

3

Countries

The Gambia
Sri Lanka
Kenya
South Africa

Integrated School-Based Teacher Development

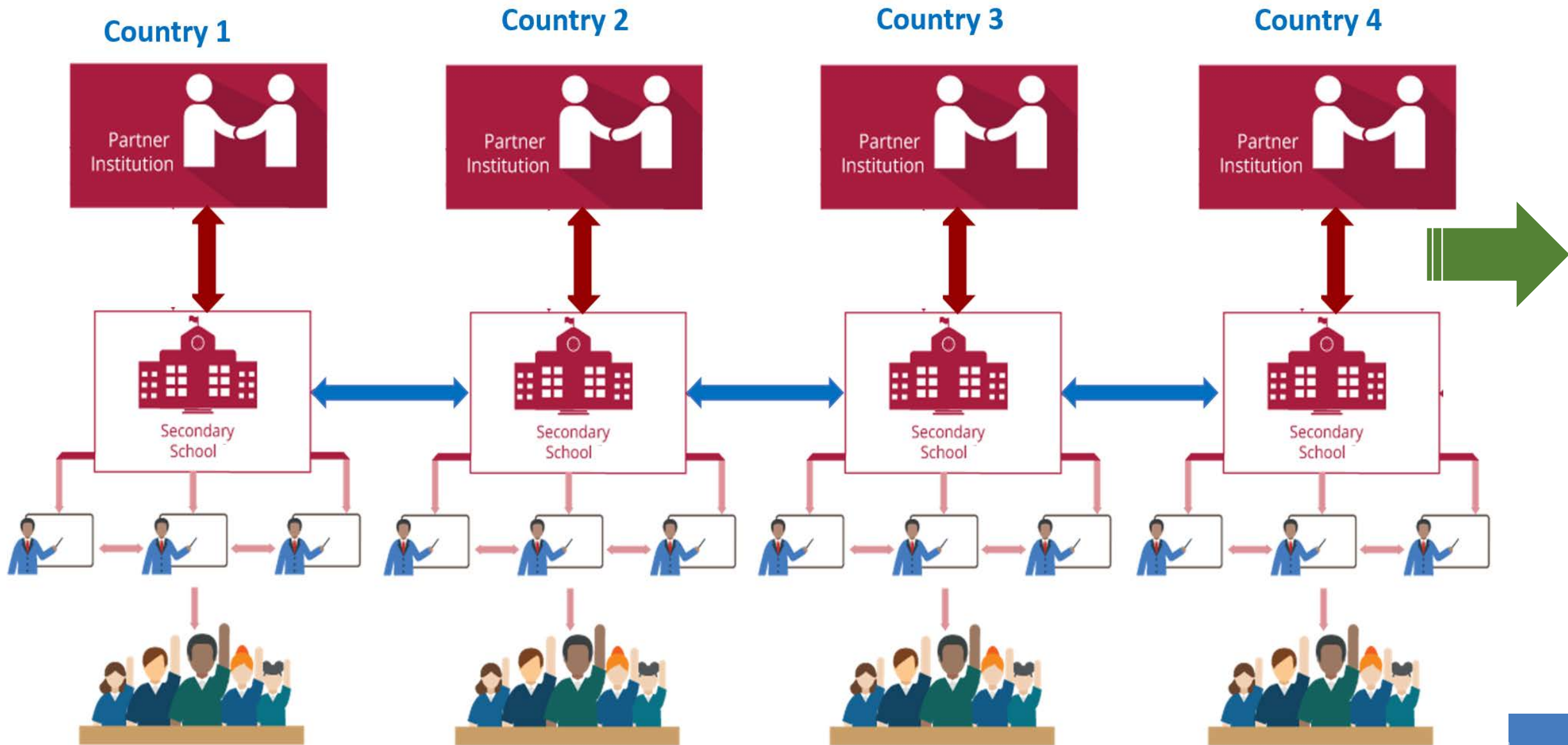


“Teacher Futures” Pillars

- ❑ **Learner:** Improved learning outcomes
- ❑ **Teacher:** School-based teacher development
- ❑ **Pedagogy:** Collaborative PBL
- ❑ **Community of Practice:** Scalable cross-national approaches
- ❑ **Technology:** Integrated delivery using eLearning, Microlearning, Messaging, *Print*

<http://teacherfutures.colvee.org>

'Scalable models'






'RM&E and cross-national COPs'

Forum 1: From output to outcomes-based approaches

We'll use this forum to share what activities we have completed so far. We'll also share how we think these activities will help us achieve the programme outcomes.

Feel free to ask questions, support each other with linking outputs to outcomes, and share ideas and suggestions.

Add a new discussion topic

Discussion	Started by	Replies	Last post
What we have done so far in Sierra Leone	 Prof. Muhammad Junaid	8	Anouk Janssens-Bevernage Mon, 5 Mar 2018, 8:23 PM
Green Teacher at NTI Kaduna.....the journey so far	 Dr. Abdurrahman Umar	5	Anouk Janssens-Bevernage Sat, 3 Mar 2018, 9:51 PM
What we've done so far in Kiribati	 Anouk Janssens-Bevernage	6	Anouk Janssens-Bevernage Sat, 3 Mar 2018, 9:33 PM

'Teacher Self-Monitoring'

Learning opportunities

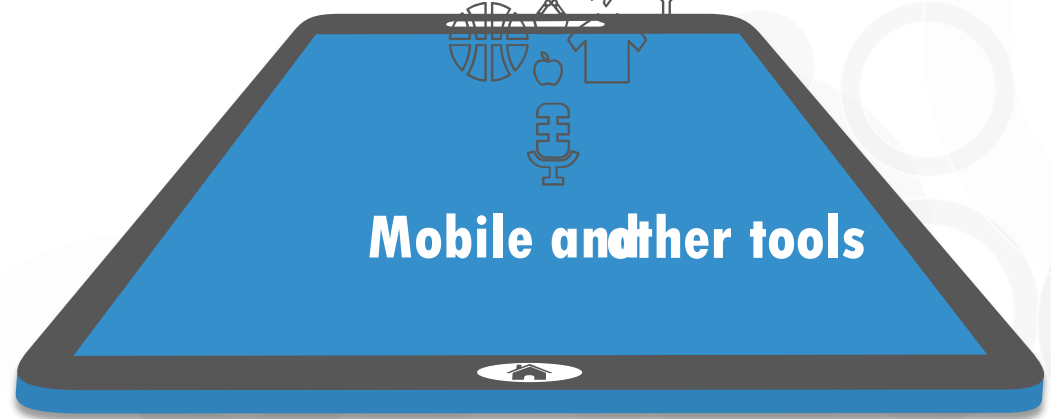
Learner engagement

Learning outcomes

Teacher learn

Teaching outcome

Collaborative activities

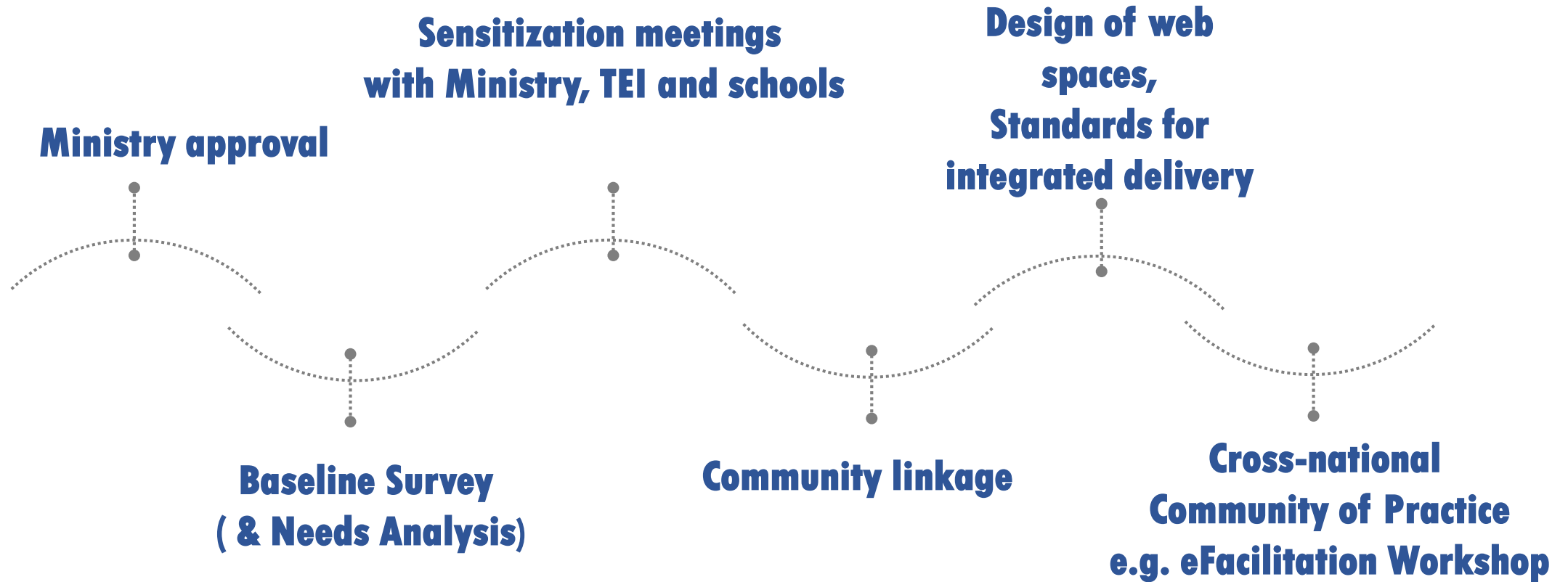


Mobile and other tools

Some Phase 1 Activities: July - December, 2017

Ministry approval, Awareness, Baseline Survey, Community Linkage, Learning Design Spaces and Standards, CoP and M&E

Monitoring and Evaluation



Some Phase 2 Activities: **January - June, 2018**

Finalisation of Toolkit, Guidelines & Standards, Learning Design Workshop, Content Uploading, CoP Management, Roll-Out, M&E

Monitoring and Evaluation

**Learning Design Workshop
Teacher Generated Content**

**Training on CoP
Management**

Pre-roll out briefing

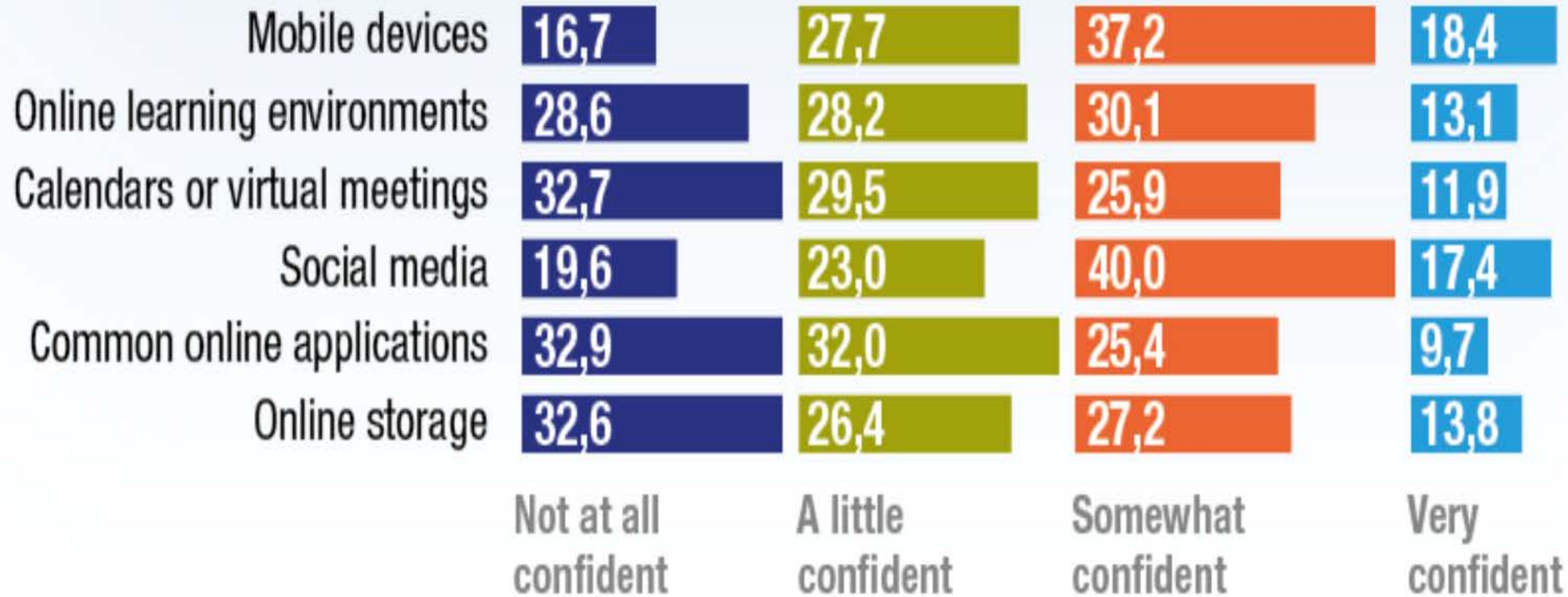
**Content
Uploading
to Web
spaces /
Print**

**Toolkit,
Guidelines, Standards**

- 1. Roll out of initial
10 – 20 hours of
learning content**
- 2. Official launch of
GT Nigeria**

Researching teacher development for sustainable learning outcomes

Study 1: Teacher Confidence with Online Collaborative Tools



- A study in 4 countries in Europe
- Confidence levels established before being introduced to online collaboration methods and tools
- On average, total of about 40% were not at all confident or only a little confident

There is a gap in skills and confidence relating to the use of online collaborative tools

Study 2: Child Friendly Schools

Aim of study

A COL supported tracer study of selected Nigeria Certificate in Education (NCE) graduates who were exposed to the NCE course on Child Friendly Schools (CFS) and are currently teaching in primary and junior secondary schools in Katsina and Zamfara states in Nigeria.

Objectives

- To establish the extent to which the teachers use CFS concepts, principles, and approaches in their lessons;
- To determine the differences (if any) between the performance of pupils who were taught by teachers trained on CFS and pupils who were taught by teachers who were not trained on CFS

Methodology

- Quasi-experimental research design
- 'Archived' Proxy Pretest design
- Sampling: 4 rural and 4 urban schools

Findings

Teachers from the Treatment schools (T) in Katsina and Zamfara states demonstrated more of the desired teaching behaviours associated with child-centred pedagogy than their counterparts from the Control schools (C). There was no difference in the learning outcomes.

Study 3: ORELT

Aim of study

An in depth study on teacher integration of ORELT materials in junior secondary school English language classes and the impact on learner participation in the English lessons and language skills

Research questions

- How are ORELT modules used in the schools to meet the curriculum demands?
- What are the changes in learner involvement in the lessons and learner language skills after the use of ORELT materials?
- What are the challenges to effective integration of ORELT into the teaching of English Language?
- How can ORELT modules be more effectively used to meet the curriculum demands?

Methodology

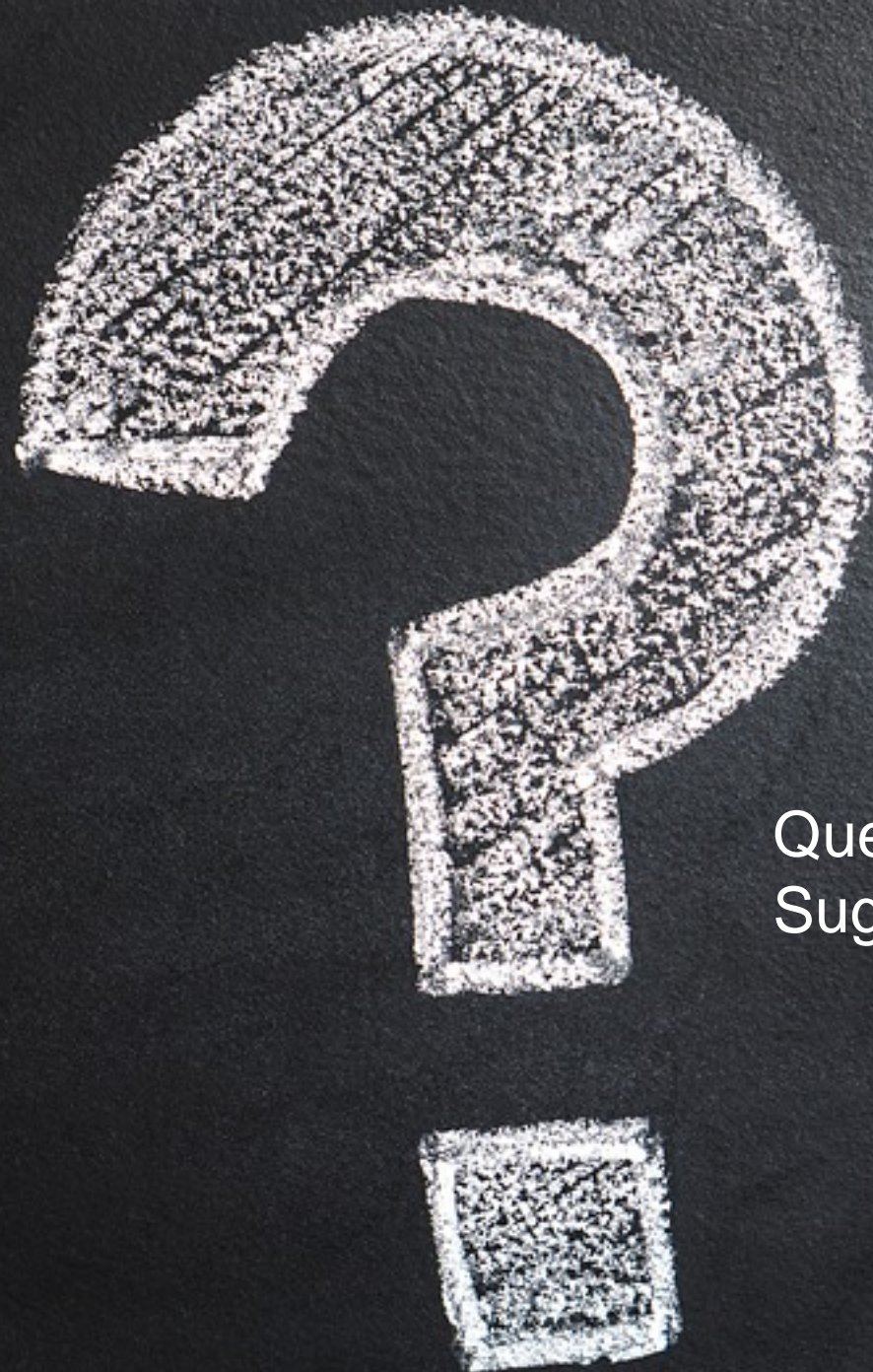
- Quantitative and qualitative designs (pre and post-tests, pre and post evaluation instruments)
- Sampling: Junior Secondary Schools levels (Form 1 and 2 in Kenya; Senior 1, 2, and 3 in Uganda and Senior 1, 2 and 3 in Tanzania)

Findings

The use of ORELT increased learner interest and participation in the English language lessons, improved retention and learning outcomes. Students were more involved in the learning process as they got more interested in what they were learning.

COL: The learning organisation

- ① COL is a 'learning organisation' hence the progression from **outputs** to integrated **outcomes-based approach** in programme development and implementation
- ② **Teacher Futures** aims at working in fewer countries, with bigger impact
- ③ Scalable models, including expanded teacher communities and sharable teacher-generated content
- ④ Under Teacher Futures, research and teacher self-monitoring is important for sustainable impact



Questions?
Suggestions?