KIX EAP LEARNING CYCLE ON TEACHER PROFESSIONAL DEVELOPMENT AT SCALE (TPD@SCALE)

FOR INTERESTED

▶ policymakers and/or key influencers working in Teacher Professional Development (TPD) (e.g., senior ministry officials, program owner or designer, research institute, etc.)

▶ working for government, university, research institution, or civil society organization,

▶ based in one of the KIX EAP countries with access to internet and a record of implementing TPD programmes

STARTING ON
23 SEPTEMBER 2022

The Knowledge and Innovation Exchange (KIX) Europe, Asia and Pacific (EAP) Learning Cycle on TPD@Scale is a professional development opportunity offered in partnership with the TPD@Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc. (FIT-ED), in the framework of the KIX EAP programme hosted by NORRAG. This professional development course is proposed to Ministry of Education policymakers working in TPD, researchers, and civil society representatives of 21 countries taking part in the KIX EAP Hub region.

The Learning Cycle focuses on supporting participants to examine how Information and Communication Technologies (ICT)-mediated Teacher Professional Development (TPD) programmes can be scaled through adaptation/localization for a large number of teachers to improve students' learning outcomes. The participants will be working in country teams through the learning cycle to develop a knowledge product , that includes:

- a policy brief for a TPD@scale model that addresses the tensions between equity, quality and efficiency within their education systems.
- a TPD scaling proposal for their country or selected region/s in their country.

The participants will be supported by the facilitators through this process and will learn collaboratively with participants from other country teams.

At the end of the Learning Cycle, the participants will be able to:

1. Explain the principles, components and models of TPD@Scale and apply them to analyse the TPD needs and situation of their own country or region;

2. Adapt and localize TPD@Scale models to develop large-scale TPD mediated by ICT to achieve education equity, quality and efficiency; and

3. Suggest the necessary and sufficient conditions of the ecosystem that support this large-scale TPD mediated by ICT.

A certificate of participation will be issued by FIT-ED to participant-teams that successfully complete the knowledge product.

WHAT IS TPD@SCALE?

TPD@Scale refers to ICT-mediated TPD programmes that engage large numbers of teachers. Large numbers, as defined here, should be understood from the system level (cluster, district, provincial or national) rather than from an absolute numerical perspective. TPD@Scale draws on the known characteristics of effective TPD, theoretical and practical knowledge on scaling, and emerging findings from the new field of 'learning at scale'. The TPD@Scale programmes then blend online and offline methods, systems, resources, and activities to meet the professional learning needs of teachers in diverse contexts.

ELIGIBILITY

Individuals fulfilling the following criteria are invited to apply:

- Be from one of the 21 GPE KIX EAP countries
- Members of organizations leading TPD initiative in the country, and/or ministries of education
- Policymakers and/or key influencers working in TPD - e.g., senior ministry officials, program owner or designer, research institute, etc.
- Have a record of designing and/or implementing TPD programs
- Have access to internet and a reliable computer
- Can commit to weekly meetings, teamwork, independent work and a strong motivation to complete the Learning Cycle knowledge product.

The KIX EAP hub, hosted at NORRAG in Geneva, will collect all applications and review them with the national KIX coordinators or national KIX Steering Committees for nomination. Ideally, each team should be gender-balanced and consist of 3-5 participants– at least 1 from government, 1 from a research institution (university, civil society, or applied research) and 1 from civil society, associations, private foundations, or international organizations.

COURSE DATES AND FORMAT

The Learning Cycle on TPD@Scale will run for 8 weeks (from 23 September to 25 November 2022) and will be offered in English. The KIX EAP Hub can provide interpretation into Russian and Arabic, if needed. Please email your requests to norrag.kix@graduateinstitute.ch.

While course participants and instructors meet once a week, the course involves both synchronous and asynchronous activities, including:

1. **The online Open Course on "TPD@Scale and Innovation in Teacher Professional Development" that will be hosted on the Open University platform (OpenLearn, UK).**

   The course consists of four modules that:
   a. introduce principles, components and models of TPD@Scale,
   b. provide diverse evidence of TPD@Scale in practice in the Global South,

c. support stakeholders in using TPD@Scale models for analysis and action, and

d. change perspectives and mindsets about how to do quality TPD.

Learning cycle participants will complete one module every week asynchronously, before meeting with their respective country team and facilitator.

2. **Team Knowledge Exchange Sessions,** which will be facilitated weekly for clusters of two-three country teams. After participants complete asynchronous modules individually, they will reflect on the content with the guidance of a facilitator to consolidate their learning and participate in peer-exchange and peer-learning.

3. **Group Knowledge Exchange Sessions,** which will provide an opportunity for all teams to come together and share their ideas, progress on the knowledge product and exchange with peers.

4. **Coaching Sessions** will support country teams as they prepare their knowledge product. These coaching sessions are expected to provide participants with more tailored support and are scheduled ad hoc, at mutually agreed times.

Week/ Date	Activity	Estimated Time Commitment
23 September 2022	Introduction to the Learning Cycle on TPD@Scale	2 hours
24-30 September 2022	Self-Study of Module 1: Introduction and Key Principles on TPD@ Scale, Global Challenges	4 hours
	Team Knowledge Exchange Session 1	2 hours
1-7 October 2022	Self-Study of Module 2: Evidences and case studies	4 hours
	Team Knowledge Exchange Session 2	2 hours
8-14 October 2022	Self-Study of Module 3: Analyse your context	4 hours
	Team Knowledge Exchange Session 3	2 hours
15-21 October 2022	Individual Work	3 hours
	Team Knowledge Exchange Session 4	3 hours
22-28 October 2022	Self-Study of Module 4: Adapt for your context	4 hours
	Team Knowledge Exchange Session 5	3 hours
31 October- 4 November 2022	Team Knowledge Exchange Session 6	3 hours
	Group Knowledge Exchange Session	3 hours
7-11 November 2022	Team Knowledge Exchange Session 7	3 hours
	Group Knowledge Exchange Session	3 hours
18-25 November 2022	Submission of Knowledge Product; Review and Revision	

COURSE FEES

COURSE FACILITATORS

PROJECT LEAD

LIM, Cher Ping, a Chair Professor of Learning Technologies and Innovation and Associate Dean (International Engagement) at The Education University of Hong Kong and a Visiting Professor at the UNESCO International Centre for Higher Education Innovations. Over the last two decades, he has engaged major education stakeholders at the national and international levels as his research and development partners for enhancing equity, quality and efficiency in the education sector enabled by information and communication technologies.

LEAD FACILITATOR

Kimberly Safford is a Senior Lecturer in Education Studies at The Open University. She authors distance courses such as 'Comparative and international studies in primary education', and has written, commissioned and edited textbooks such as 'Learning and Teaching Around the World: Comparative and International Studies in Primary Education' (Routledge). She contributes to sustainable models of international teacher education and development, such as the Learning Assistant programme in Sierra Leone and TESS India. She also works with FIT-ED and TPD@Scale Coalition for the Global South for sustainable, ICT-mediated, large-scale teacher professional development, as well as supports the UK charity Climate Change All Change which helps primary school children to develop Climate Literacy and work with designers on solutions to the climate crisis.

FACILITATORS

LIANG Min (Alex) is an e-learning specialist and doctoral candidate at the Education University of Hong Kong. Her work and research interests include e-learning and blended learning in Higher Education, and teacher professional development. Before working at EdUHK, she worked as an intern of ICT in Education at UNESCO Bangkok and a teacher in mainland China.

Dr. Bunlay Nith. After returning from Hiroshima University, Japan in 2005 with his PhD in Language and Culture Education, Dr. NITH founded and directed the Graduate Program of Education at Royal University of Phnom Penh. In late 2011, he was promoted to be the Deputy Director General of Higher Education and has since been actively involved in developing and monitoring the implementation of policies and strategies of the higher education sub-sector. Supporting the Higher Education Quality and Capacity Improvement Project (HEQCIP) and Higher Education Improvement Project (HEIP), Dr. NITH has been planning and overseeing higher education capacity building, professional development, teaching and learning improvement, and research promotion programs. Dr. NITH has interests in Educational Administration and Leadership, Curriculum Development, Human Resource Development, Professional Development, Internationalization of Higher Education, Student Mobility, and Credit Transfer. For his voluntary experiences, he has been actively involved in Community Development, Youth Development, Student Exchanges, and Cross-cultural Understanding activities.

Dr. Wesley Teter is a Senior Consultant for Educational Innovation and Skills Development at UNESCO's Asia and Pacific Regional Bureau for Education in Bangkok, Thailand. Since 2005, he has conducted technical assistance in over 50 countries in Europe and Asia-Pacific supported by the Asian Development Bank, UNESCO, and the U.S. Department of State. He focuses on how to assess and build state capabilities to promote life, work, and sustainable development. He is one of three co-editors of the Handbook of Education Policy by Edward Elgar Publishing (forthcoming) and co-editor of two UNESCO guidelines on developing and implementing qualifications frameworks. He is a trained group facilitator, active listener, and eager to learn how collaborative governance can help to achieve SDG4 in diverse settings worldwide. Wesley is an advisor to the Learning Economy Foundation and member of the World Bank's Blockchain for Education Community of Practice. He has a wife and two children and is currently teleworking from beautiful Normandy in France.

APPLICATION

All applications should be submitted through this **Application Form**.

Please ensure to check the eligibility and knowledge report requirements before submitting the application.

Team applications of 3-5 participants are recommended, noting that all team members will have to submit individual applications.

Deadline to submit your application is **5 September 2022.** For more questions, please reach out to the KIX EAP hub at norrag.kix@graduateinstitute.ch or to the National KIX Coordinator in your country.

MONITORING, EVALUATION AND LEARNING

Participants will be invited to fill in surveys and quizzes to help the training team and organizers to identify impacts, strengths, and improvement points for future online activities.

APPENDIX. KNOWLEDGE REPORT OUTLINE

1. POLICY BRIEF (2-3 PAGES; 1500-2000 WORDS)

> **Context and Background (400 words max)**

Brief introduction of education system and teacher policy in the country/region.

Description of TPD system and practices – pre-service, induction and in-service TPD.

> **Existing Issues and Challenges of TPD (400 words max – Bullet points)**

Identification and explanation of existing issues and challenges of TPD with respect to equity, quality and efficiency.

> **Proposed Solutions and Policies (900 words max – Bullet points)**

Formulation of solutions and recommendations for each of the issue/challenge identified in the previous section.

> **Prioritised Area for Scaling TPD (300 words max)**

Identification, justification and discussion of a prioritised area (solution/policy discussed in the previous section). Your proposal for scaling TPD will be based on this prioritised area.

2. PROPOSAL FOR A PROJECT ON SCALING TEACHER PROFESSIONAL DEVELOPMENT (5-7 PAGES; 3000-5000 WORDS)

PROPOSED PROJECT OVERVIEW (1 PAGE – 500 WORDS MAX)

1. Project Particulars:
   (a) Project Title
   (b) Context (National, Provincial, District or Others)
   (c) Target Participants (Early Childhood Teachers, Primary School Teachers, Secondary School Teachers, Technical and Vocation Education Teachers, Higher Education Teachers, Others)
   (d) Project Duration
   (e) Estimated Project Costs
2. Project Group Members and Partners
3. A 200-250 word summary of the proposed project. This summary should present clearly the aim, merit and the potential impacts of the proposed teacher professional development to the context of implementation.

PROPOSED PROJECT DESCRIPTION (4-6 PAGES – 2500-4500 WORDS)

The project description section of the proposal should provide information on the following:

1. Main aim, objectives and deliverables in the context of a targeted set of challenges and issues (700 words max)
2. The approach/framework/model and strategies to be employed to achieve the proposed aim, objectives, and deliverables (2800 words max)
3. Proposed partner agencies and organisations and their roles to achieve the intended impacts (500 words max)
4. Evaluation plan and methods (500 words max)
5. Time scale of the project (not exceeding three years)
6. Proposed budget