



# ADAPTING AND SCALING ICT MEDIATED TEACHER PROFESSIONAL DEVELOPMENT APPROACHES IN GHANA, HONDURAS AND UZBEKISTAN

POST-PANDEMIC EDUCATION: HOW HAS TEACHING BEEN AFFECTED?  
2ND INTERNATIONAL KIX LAC CONFERENCE  
JUNE 1, 2022



# Lessons from the pandemic:

1. More than learning loss – recognizing learning gains
2. More than just learning – wider education issues as a consequence of the pandemic
3. More than resilience – improvements and policy and practice innovations



# TPD@Scale approach

- **Collaboration** between stakeholders
- Best use of **digital technologies** for TPD system
- Enable **equity** to access **quality** TPD experiences
- Dialogue and **reflection** with their **peers**
- Not a fixed model but a **conception** about TPD
- Meet **teachers' diverse needs** in specific contexts
- **Adaptation** as a key dimension of the approach



# Constitutive order to reflect on adaptation

## National priorities in education (1<sup>st</sup>-plane)

Equity/Quality/Efficiency; CPD policy, teacher standards, teacher education curricula, etc.

Ministries of education and national authorities

## Institutional/organizational TPD structures (2<sup>nd</sup>-plane)

Existing TPD system, representations of teachers, teacher professional learning and digital use

Secretaries of TPD; Universities department/regional authorities, etc.

## Local TPD modalities (3<sup>rd</sup>-plane)

Rules, facilities, routines and expectations  
(Opportunities that are available to localize TPD)

Municipalities, schools, local coordinators, etc.



Adaptation



## Setting

*Interpersonal* – teachers acting within the setting, use of tools.

*Intrapersonal* - teachers sense of agency, identity and trajectory

## Classroom practices

knowledge, skills, instruction etc.

● TPD@Scale Coalition for the Global South



1. Adaptation is a social practice -> in the practice people develop their understanding, identity and new forms of agency
2. Work within the existing ecosystem -> important not to become detached from the pace of change in the country
3. Work both vertically and horizontally in the system -> encourage ownership and sustainable change
4. Essential to understand the social (lived) realities of teachers -> for example in connectivity (Honduras), language (Uzbekistan), social interactions (Ghana)
5. Adapting within the system brings changes to the system -> a process of building capacity among the actors and organizations
6. Our role as outsiders in the adaptation process -> managing the tensions and expectations to make the process substantive, appropriate and contextually relevant



## In Honduras...

Learning from a scaling phase -> 5 departments, 90+ municipalities, 800+ teachers, 25 tutors and 4 regional centres...

- Different routes through the course -> to adjust to teachers' contexts
- Modalities (online, offline ) to adjust to connectivity challenges
- New roles for tutors -> chatbot, supporting mechanisms
- Increased involvement of school principals and local municipalities -> encourage local ownership and sustainability

