Supporting Learning for Sustainable Development through Integrated School-Based Teacher Development

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To help Commonwealth governments and institutions use technologies to improve and expand learning for sustainable development
GOAL 4

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

SUSTAINABLE DEVELOPMENT GOALS

More at sustainabledevelopment.un.org/sdgsproposal
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.

Source: http://en.unesco.org/gem-report/sdg-goal-4
Learning for Sustainable Development
Teacher Education Initiative
Teacher Education in brief

1. Commonwealth Certificate for Teacher ICT Integration. Designed to improve the ability of teachers to use ICT in the classroom (CCTI)

2. Capacity Building for Teacher Educators in the Developing Commonwealth: Using ICTs & Pedagogical Development (Singapore)

3. Diagnostic tools for Special Needs Education in the Caribbean (SNE)

4. Collaborative Development of the Postgraduate Diploma/Certificate in ICT Integration in Education (PGDIE) using the CCTI course materials. (DigiTeacher)

5. Transforming Teacher Education Using ICTs by building capacity in Online Support and Online Assessment (Online Support)
6. Child Friendly Schools: Designed to improve the quality of education in schools through the promotion of child-centered teaching-learning methodologies that emphasize learner participation and inclusion (CFS)

7. Open Educational Resources for English Language Teaching supports teachers of English Language to enable them provide quality teaching and learning (ORELT)

8. Green Teacher Nigeria aims at improving the capacity of the National Teachers’ Institute (NTI), Kaduna to be able to develop and deliver an environmental education programme for pre-service and in-service teachers (Green Teacher)

9. In the School-based Teacher Development Programme, COL partners with Teacher Education Institutions (TEIs) to improve teacher quality and learning outcomes through an integrated teacher development model (Teacher Futures)
Teacher Education in Brief

1. Antigua & Barbuda
2. Bahamas
3. Grenada
4. Lesotho
5. Trinidad & Tobago
6. St. Vincent & The Grenadines
7. Uganda

2. Singapore
1. Kenya
2. Uganda
3. Rwanda
4. Tanzania
5. Ghana
6. Nigeria
7. Sierra Leone
8. Botswana
9. Cameroon
10. Lesotho
11. Mozambique
12. Namibia
13. Mauritius
14. Seychelles
15. South Africa
16. Swaziland
17. Zambia

3. SNE
1. Jamaica
2. Belize
3. Trinidad & Tobago
4. Barbados
5. Dominica
6. Guyana

4. DigiTeacher
1. Uganda
2. Kenya
3. Tanzania

5. Online Support
1. Kenya
2. Uganda
Teacher Education in brief

6. CFS
   Nigeria

7. ORELT
   1. Kenya
   2. Uganda
   3. Tanzania

8. Green Teacher
   Nigeria

9. Teacher Futures
   1. Kiribati
   2. Sierra Leone
   3. South Africa
   4. Sri Lanka
   5. The Gambia
   6. Seychelles
   7. Nigeria
   8. Kenya
An integrated programme by COL aimed at improving teacher quality through an innovative School-Based Teacher Development (SBTD) model.
Teacher Quality and Learner Achievement

"Teacher Futures"

- **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*

Integrated School-Based Teacher Development

http://teacherfutures.colvee.org
Phase 1 Activities: July - December, 2017

Project Kick-Off, Baseline Survey, Community Linkage, Learning Design Spaces and Standards, CoP and M&E

Phase 1 Activities:

- Project Kick-Off
- Baseline Survey (Needs Analysis)
- Community Linkage
- Learning Design Spaces and Standards
- CoP and M&E
- Sensitization meetings with Ministry, TEI and schools
- Design of web spaces, Standards for integrated delivery
- Cross-national Community of Practice e.g. eFacilitation Workshop

- GT Nigeria
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
- Content Uploading to Web spaces / Print
- Training on CoP Management
- Pre-roll out briefing
- Toolkit, Guidelines, Standards
- 1. Roll out of initial 10 – 20 hours of learning content
- 2. Official launch of GT Nigeria

✓ - 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

How confident are you?
Study 2: Child Friendly Schools

Aim of study
A tracer study of selected NCE graduates who were exposed to the NCE Course on 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. Fewer countries, bigger impact

3. Scalable models, including expanded teacher communities and sharable teacher-generated content

4. Research and teacher self-monitoring for sustainable impact
Thank you!