

Teacher Professional Development @ Scale

A conceptual framework to support quality, equity and sustainability in designing programs for teachers

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The issue

- Teachers are not isolated – they are at the centre of an eco-system of other education professionals
- Different groups of professionals require different professional knowledge ... but all need to understand the ideas on which education policy is based (centre of the diagram below)
- How different groups interact within their group and with other groups is important and leads to professional learning
- Research is required to understand the work of mid-level professionals – District and Provincial Officers



District and Provincial Officers

- **Education standards officers** monitor school-based continuing professional development
- **Resource centre co-ordinators** provide support for zones and schools
- Many Officers have a background in teaching
- They have power and influence within the system.

Teacher Group Meetings

Individual learning (from resources)
 Interpersonal learning – reflection and discussion
 Community learning – participation in practice leading to shared understandings of teaching in context

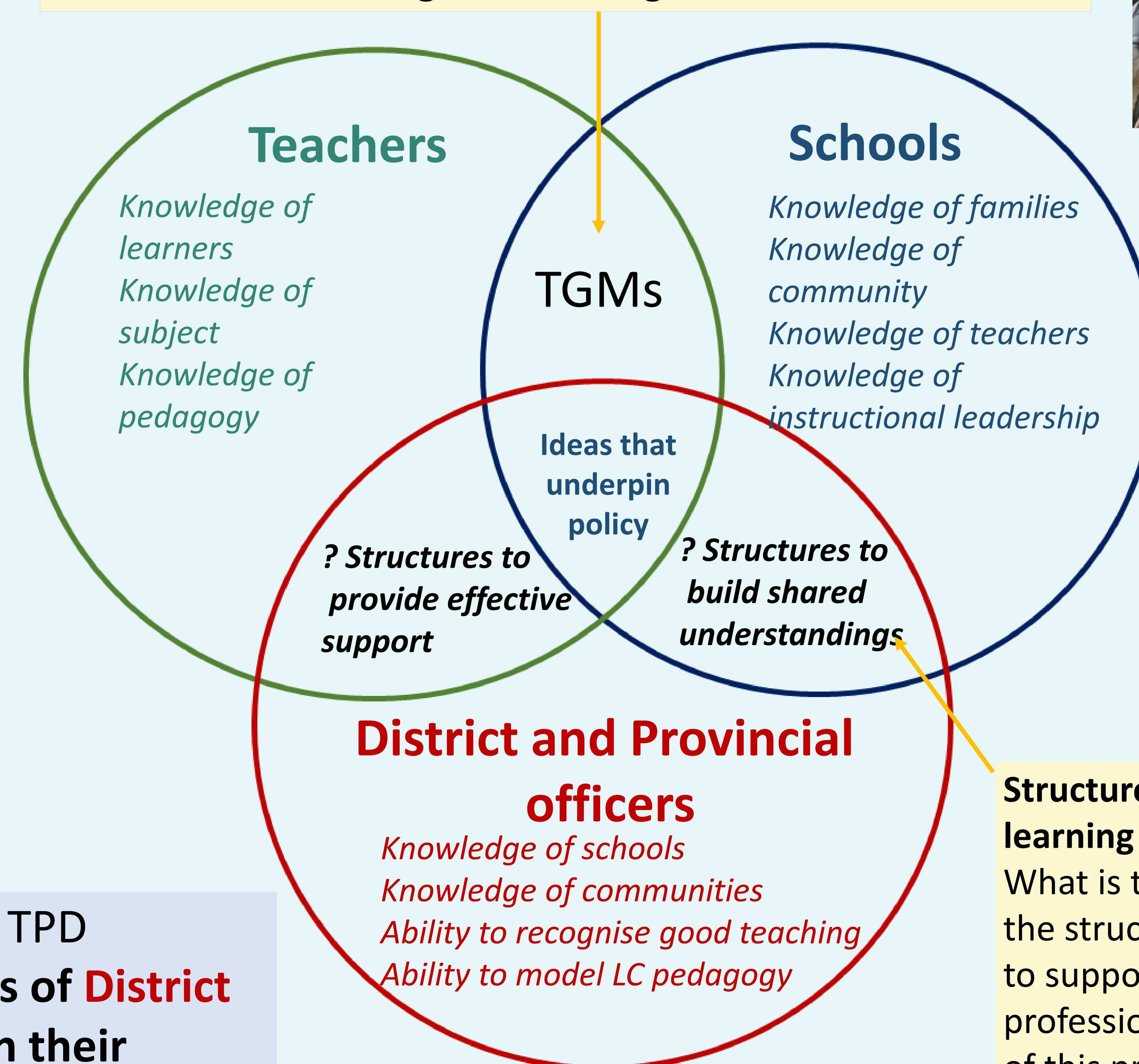


Teacher professional development is effective when:

- Teachers have access to new ideas
- Teachers have opportunities for professional experimentation
- Teachers collaborate – peer learning
- Teachers have access to expert support
- Professional development activities are sustained over time
- Professional development activities are situated, authentic and practice-based

A focus on District and Provincial officers is required:

- What are the mechanisms through which they develop their individual knowledge?
- What are the opportunities for peer-learning and collaboration within this group (interpersonal learning)
- How do they reach collective understandings of the ideas that underpin the system and how they manifest themselves in schools?



Structures to support learning
 What is the nature of the structures required to support the professional learning of this professional group?

A focus on TGMs in Zambia has brought:

- Improved teaching
- Better knowledge of learners
- More learner participation
- More teacher collaboration
- More harmonious relationships

The **quality and sustainability** of TPD programs depends on the **actions of District and Provincial Officers**. How can their learning be supported?