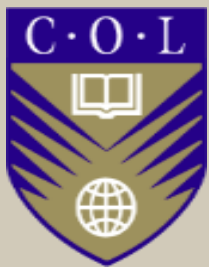


Re-imagining teacher education for a post-pandemic future

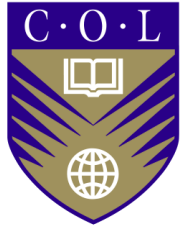


Professor Asha Kanwar, President & CEO

Dr Betty Ogange, Education Specialist: Teacher Education

DETA Conference 2021 | 4-5 August





COMMONWEALTH *of* LEARNING



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



COVID-19 and Teachers

Responding to the crisis

The COL response

Re-imagining teacher education

COVID-19 and Teachers



Teacher Deficit

17 million primary and secondary teachers needed in SSA

- 70% countries face shortages at primary level
- 90% countries face shortages at secondary level

A young man in a green Adidas soccer jersey is walking in a slum, looking down. Another man in a yellow shirt is walking behind him. The background shows a cluttered, makeshift settlement with a body of water in the foreground.

Impact of COVID-19

- More than 250 million primary and secondary school students in Africa not attending school (*GPE blog 2020*)
- More than 60% students excluded from online learning
- High dropout rates

The 'learning crisis'

- Half of 10 yr olds in low/middle income countries unable to understand a simple written sentence
- In West and Central Africa, less than 45% students in Grade 6 achieved competency level in maths and reading
- In South Africa, majority of Grade 4 students displayed the capacity of Grade 1





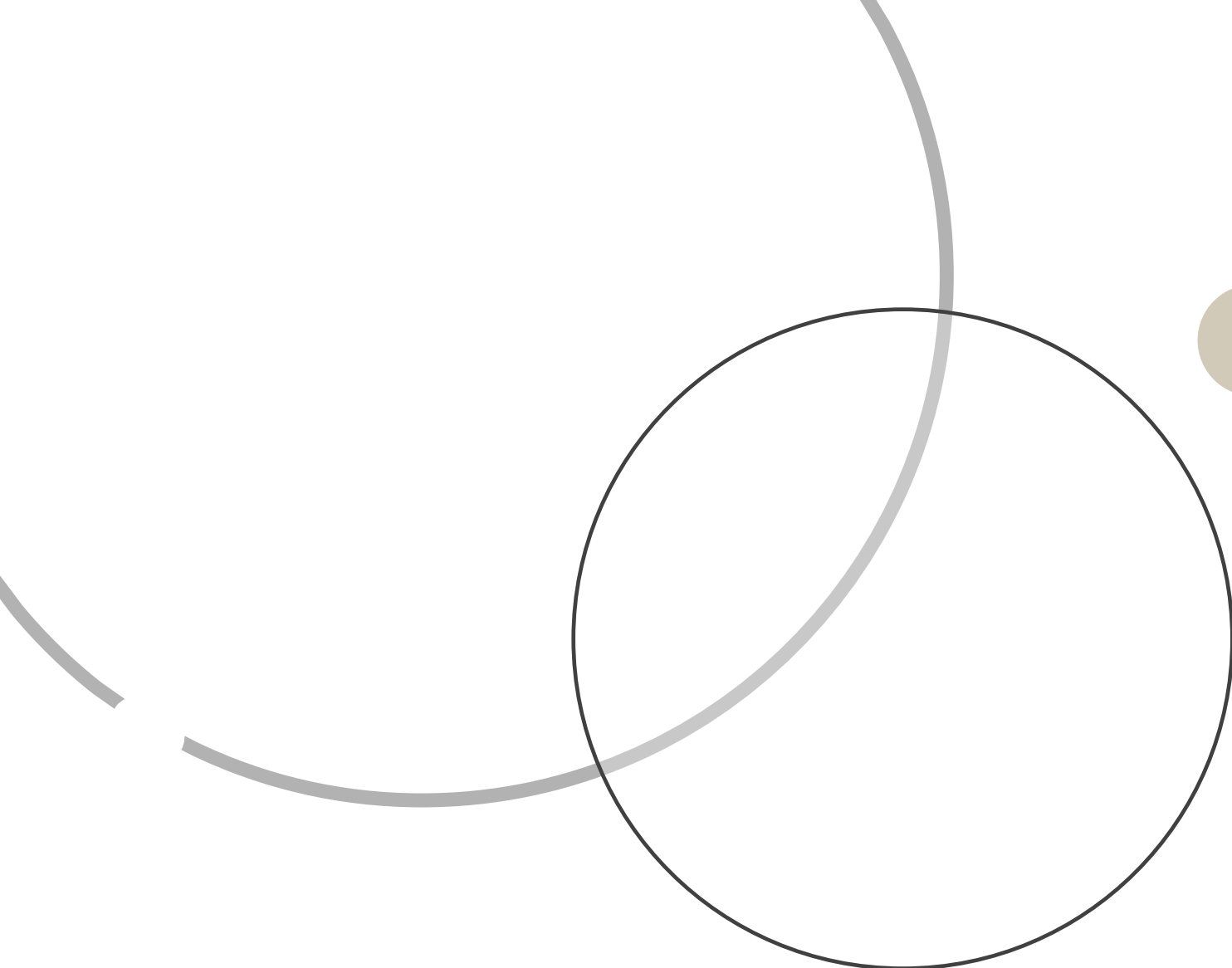
Learning Loss

Children in low/middle income countries lost nearly 4 months of schooling since the start of the pandemic as compared to 1.5 months in high income countries

Catching up

- In UP, India, children reading a paragraph increased from 15% to 48% after 50 days of catch-up classes
- In Pakistan, with 3 months of school closures due to an earthquake (2005), children fell behind by 1.5 years, as teachers pressed on with usual lessons instead of remedial classes





What about 'Learning Gains'?

Learning over and above
the curriculum

- Resilience
- Time management
- Basic computer skills
- Collaboration

Teachers in the front line

- Cote d'Ivoire: Teachers produced digital courses
- Mali: assigned homework through WhatsApp
- Cameroon, Nigeria, Tanzania, SA: joined together to find solutions without external assistance
- Teachers Associations: organised webinars



Responding
to the crisis

COVID-19 and Education

- Technology
- Teacher Capacities
- Inequalities

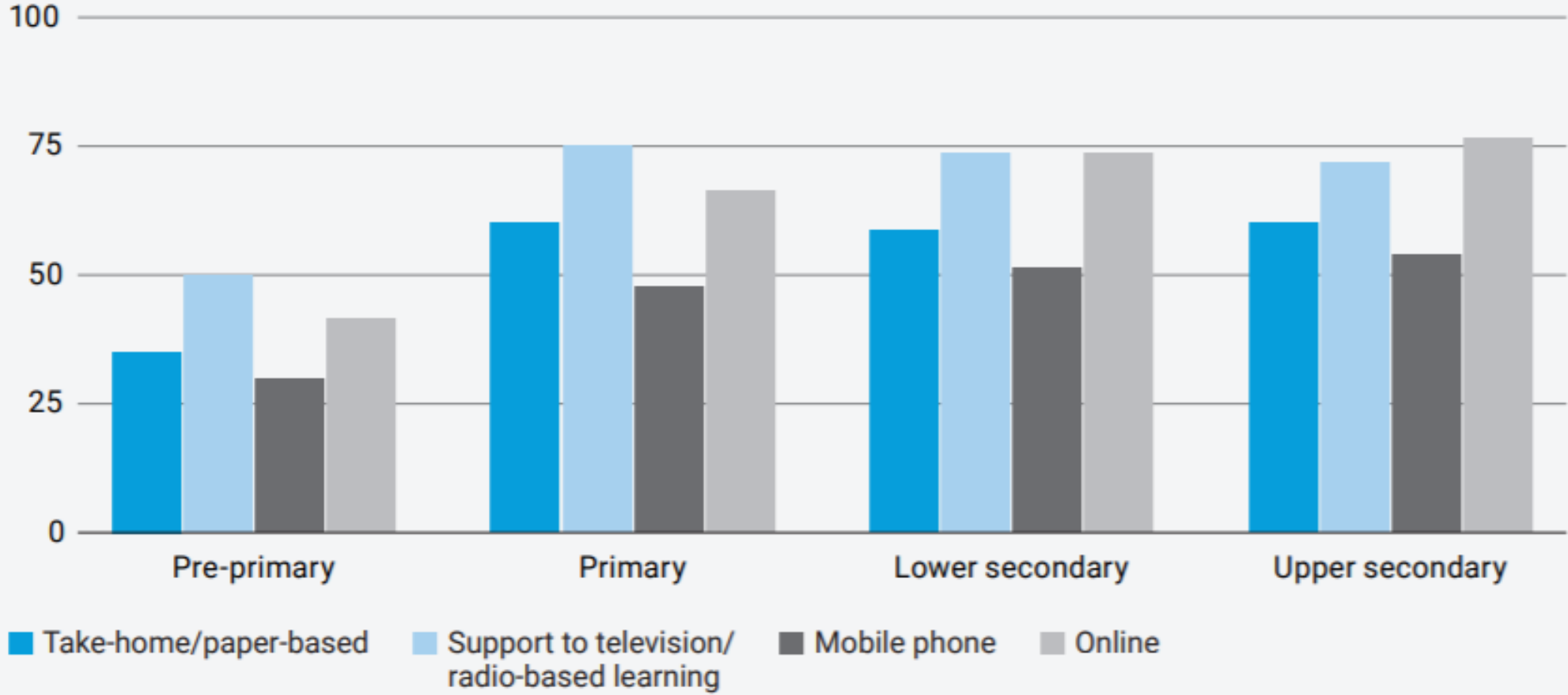


Effect of COVID-19 on Education in Africa

- Lack of Access to technology biggest barrier especially in rural areas
- TV and radio sustained learning for primary students and online was most important for secondary students
- Educators did not receive financial support for teaching-learning tools
- 85% felt that crisis would lead to more widespread use of technology but could also result in greater inequalities



Teacher Capacities



Source: UNESCO-UNICEF-World Bank Joint Survey, May-June 2020, available at <http://tcg.uis.unesco.org/survey-education-covid-school-closures>



Inequalities



Source: <https://en.unesco.org/covid19/educationresponse/girlseducation>

Learning Inequality during COVID-19

- Learning loss of about three percentile points
- Learners from less educated homes 55% more prone to learning loss

Learning Inequality During the Covid-19 Pandemic

AUTHORS
Per Engzell, Arun Frey, Mark Verhagen

Download paper

plaudit

Abstract

Suspension of face-to-face learning during the COVID-19 pandemic has led to significant learning loss. So far, data to date suggest that we evaluate the effect of



What kind of Teacher Training?

Teachers to be able to use technology to facilitate learning in an environment where:

- learners are engaged
- learning resources are adequate and diverse
- schools are safe and inclusive
- Parents, caregivers, and the home learning environment strengthened



The COL Response

Capacity Building of Teachers



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TeacherFutures

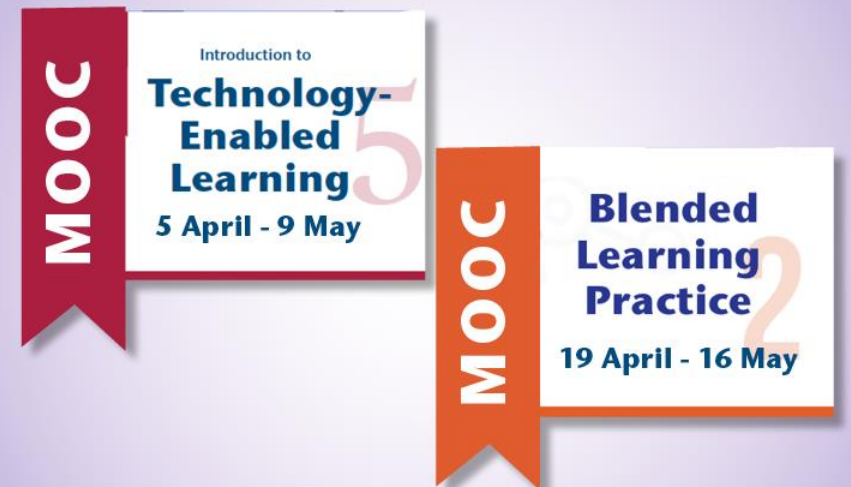
Cybersecurity Training for Teachers (CTT 1)



Mobile Learning with Multimedia

Starting October 12, 2020
Duration: 4 Weeks

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TeacherFutures



MOOC Introduction to **Technology-Enabled Learning** 5
5 April - 9 May

MOOC **Blended Learning Practice** 2
19 April - 16 May

Promoting OER-based Online Learning

- Support network for educators
- Share online courses
- Provide open technology tools
- Build capacity



The graphic features a world map background. At the top, three circular icons illustrate online learning: a person at a laptop with a hand raised, a person reading a document, and a person using a laptop. Below the icons, the text "OER4COVID" is written in a large, bold, blue font, with "SUPPORT INITIATIVE" in a smaller, blue font underneath. At the bottom, a dark blue banner contains the URL "https://oer4covid.oeru.org" in white text.

OER4COVID
SUPPORT INITIATIVE

<https://oer4covid.oeru.org>

Content aligned to curriculum

- Video-on-demand: Fiji, Nauru, Samoa, Tonga
- STEM courses



The Gambia


The Gambia College

PROJECT:

School-Based Teacher Development

- Teachers from 20 upper basic and senior secondary schools' complete school-based teacher development
- Staff mentored by using: LMS, webinars, WhatsApp and on-site activities.
- Resources available for online and offline access



Use the following resources extracted from the A Blueprint and Toolkit for School-Based Teacher Development. Practice then share your reflection on the session subject.





Sharable Resources

Download the resources below. They can be shared on the teachers' CoP group developed for this training.

Question 2	2.1 Activity 2 Discussing what makes a good teacher (.mp4), 4.2 MB	Transcript (.docx)
Question 2	2.2 Commentary: What makes a good teacher (.mp4), 2.9 MB	Transcript (.docx)
Question 2	2.3 Teacher expectations (.mp4), 4.4 MB	Transcript (.docx)
Question 2	2.4 Salifu's story (.mp4), 3.3 MB	Transcript (.docx)
Question 2	2.5 The street children of Brazil (.mp4), 5.6 MB	Transcript (.docx)
Question 2	2.6 The Korean children (.mp4), 2.2 MB	Transcript (.docx)

  **Session Extract**
Video Overview

  **Reflection**
Write your reflection

Video link: <https://youtu.be/Ib-X-JBBBkg>



Kenya

Kenya Institute of Special Education and Open University, UK

PROJECT:

School Based Teacher Development in Inclusive Education

- Resource development and capacity building in Inclusive Education

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Courses > Private collections > Professional Development for Inclusive Education > **Inclusive Teaching and Learning**

Course | Free statement of participation on completion

Inclusive Teaching and Learning

COMMONWEALTH of LEARNING | The Open University | TESSA

About this course

- 16 hours study
- Level 2: Intermediate
- Gain a digital badge

Ratings ★★★★★
3.7 out of 5 stars

Sign up to get more
You can start learning at any time. By signing up and enrolling you can track your progress and

Course description | Course content

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Courses > Private collections > Professional Development for Inclusive Education > **Creating an Inclusive School**

Course | Free statement of participation on completion

Creating an Inclusive School

COMMONWEALTH of LEARNING | The Open University | TESSA

About this course

- 16 hours study
- Level 2: Intermediate
- Gain a digital badge

Ratings ★★★★★
4 out of 5 stars

Sign up to get more
You can start learning at any time. By signing up and enrolling you can track your progress and earn a Statement of Participation upon completion, all for free.

View this course | Sign up to get more

Course description | Course content | Course reviews

LEARNING FOR SUSTAINABLE DEVELOPMENT

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

**Training Handbook:
School-Based Teacher
Development for Inclusive
Education**

COMMONWEALTH of LEARNING | Teacher Education | The Open University | TESSA

TeacherFutures

COMMONWEALTH OF LEARNING | TEACHER EDUCATION INITIATIVE



Sierra Leone

Freetown Teachers' College

PROJECT:

Digitisation and learner support for the Distance Teacher Education programme

Capacity building in:

- policy and guidelines on technology-enabled learning
- content development, OER and resources for special needs
- learner support



'The Commonwealth of Learning has provided us training in podcast development to be able to prepare materials for our teachers in the distance teacher education program across the country.'

- Aliu Mansaray, Dean of Faculty of Arts and Social Sciences, FTC



Nigeria

National Teachers' Institute, Kaduna

PROJECT:

OER for Learning Recovery

Reskilling teacher educators and teachers in OER development

In consultation with the state Ministry of Education, a plan to reach 2000 teachers with 3 MOOCs on

- Mobile Learning with Multimedia
- Learning Science and Mathematics
- Learning English and Social Studies



Photo: OER and Learning Recovery Workshop, Nigeria



Ghana

School for Life

PROJECT:

Parental Learning for Uninterrupted Schooling (PLUS Ghana)



'For us, we know visiting our children at school and talking to teachers is a good thing. I don't understand English, and my child's teacher is new and does not understand my language. So, we only greet each other, which is good.'

- Female Parent, Ghana

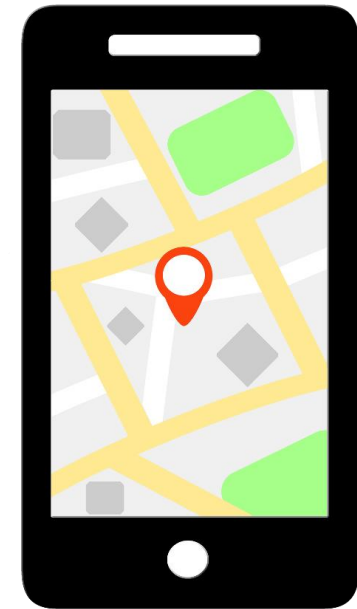


Re-imagining
teacher education

1

Technology: the future is blended

- Appropriate technologies to create **blended learning** opportunities
- **Multiple pathways** to acquire qualifications
- Using technology to **personalise learning**



2 Content: Mainstreaming OER






- Building capacities of policy-makers
- Developing capacity of teachers
- Preparing learners to find and use OER



3

Rise of self-directed learning: boost for Lifelong Learning

- Learning to learn online
- Creating an ecosystem for lifelong learning
- Providing just-in-time training for livelihoods

 New Registered Users	2019	2020	Total
	8M	31M	76M
	5M	10M	35M
	1.3M	5M	15M
	350k	800k	2.3M

4

Assessment: alternative approaches

- Beyond proctorial tests
- Adopt authentic learning assessments
- Recognition of prior-learning
- Micro-credentials and credit stacking



5

Parental inputs: new ecosystem of learner support

- Empowering parents/siblings
- Call Centres to support learning
- Address mental health issues and non-academic challenges



6

Inequalities: leave no one behind

- For persons with disabilities
- Women and disadvantaged groups
- People in remote areas

POLICY





Our Common Future

- Teacher professional development is central
- Access to technology will be key
- We are all interconnected so more collaboration

Thank you
www.col.org



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