Empowering Teachers Initiative: TPD@Scale

Faculty of Wellbeing Education and Language Studies (WELS)

Call for PhD projects starting in October 2024

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Contents

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Project description

School

Education, Childhood, Youth & Sport

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Aim and objectives

The Empowering Teachers Initiative: TPD@Scale (ETI) is an applied research programme that seeks to improve teacher practices in the Global South by improving equity, quality and efficiency in Teacher Professional Development (TPD) systems. It is led by the Foundation for Information Technology Education and Development (FIT-ED) in the Philippines and the Laboratory of Educational Research and Innovation for Latin America and the Caribbean (SUMMA) and funded by the International Development Research Centre (IDRC).

Over a period of 3 years the programme's objectives are:

1) to understand how to effectively and efficiently scale quality TPD in the global south,

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2) to strengthen the capacity of in-country education stakeholders to scale quality TPD programs, and

3) to contribute to evidence-informed policy and practices for inclusive and effective TPD.

ETI builds on and extends a body of work in large scale TPD undertaken by the TPD@Scale Coalition for the Global South.

Methodology

This large grant funded programme involves multiple workstreams including awarding grants to 10 research studies with in-country research teams exploring the scaling of high -quality TPD innovations. Country studies are located in Argentina, India, Lebanon, Mexico, Rwanda, Tanzania, Sierra Leone, Vietnam, Zambia and in refugee villages for displaced Afghans in Pakistan.

These studies explore themes related to adaptations in large scale TPD programmes or systems to increase equity in access and participation, particularly for teachers working in marginalised communities or who are themselves marginalised. The programme is also working with a further 5 country -level studies and engaged in meta -studies and specialised research enquiries around TPD, in addition to capacity building activities and policy and practice influencing events with government policy makers and decision makers at national, regional and international levels. There is a strong focus on GEI (gender, equality and inclusion) across all these activities.

Contribution

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Teachers play a vital role in creating a stimulating learning environment that fosters curiosity, critical thinking, and a lifelong love for learning. Across the Global South access to high-quality teaching remains a barrier to achieving Sustainable Development Goal 4.. This demands high-quality, equity-focused TPD to be made available to all teachers.

This programme aims to deepen understanding and strengthen capacities in scaling equitable, high-quality TPD system.   The goal is to establish a collaborative community, drive policy and practice changes, and implement evidence-informed initiatives in teacher education. Overall, the programme aims to impact over 3 million teachers and 50 million students.

Website

https://tpdatscalecoalition.org/

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PhD project

This PhD will contribute to deepening our understanding of the design and scaling of TPD in different contexts of the Global South. There are multiple possible research problems which could be explored.

The doctoral researcher might examine the research problem across a selection of country studies or undertake a meta study of all 15 country research activities or focus in on one particular country study where the candidate might focus in on a specific group of teachers to explore, for example, their lived experiences of ICT-mediaatd TPD to inform scaling.

 More generally possible research questions might centre on:

- The conditions and tools needed for sustainable forms of teacher driven social structures in TPD such as professional learning communities
- Peer and self-assessment to support teacher professional growth within TPD
- Opportunities and constraints to scaling TPD in different education systems
- Possible roles for emerging digital technologies such as Virtual Reality (VR) in TPD

However, these are merely examples and we would expect to work with the student to refine their research question and methodological approach. There is no expectation that the student will use any specific approach, the choice of research methodology will depend on the research questions and on feasibility. However proposed enquiries should relate to TPD, be situated in the contexts of the Global South with a strong focus on equity.

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