

Yidan Prize Conference

Report Back – Subgroup on Teacher Professional Development

1. Current Situation

Teachers are a key resource within education systems. However, many education systems continue to struggle with insufficient opportunities for teachers' professional development. Improving teacher professional development thus remains fundamental to enhancing the quality of education.

While many professional development initiatives are being implemented, there is a need for more coherent, collaborative, and context-responsive approaches that are closely aligned with teachers' needs and classroom realities; to find solutions that are cost-effective, scalable and impactful.

2. Key Approaches and Solutions

- The discussion highlighted the importance of co-constructing teacher professional development programmes through inclusive partnerships involving multiple stakeholders at all levels of the education system (e.g, governments, teacher education institutions, schools, researchers, development partners, and teachers themselves).
- Strengthen the role of middle-tier education structures (e.g., district, county, or regional offices) in coordinating, supporting, mentoring, and monitoring teacher professional development.
- Use of data to identify and target the actual professional development needs of teachers.

3. What Is Needed to Scale Up?

To ensure sustainable impact and successful scaling, the subgroup identified several enabling conditions:

- Clearly articulate the added value of TPD from the design stage through to pilot implementation.
- Plan from the outset, ensuring that research, partnerships, resources, governance arrangements, and the respective roles and comparative advantages of all stakeholders are clearly defined.

4. Key Recommendations

The subgroup recommends that countries and partners:

1. Emphasize in-service professional development as a core component of teacher support.
2. Ensure that professional development is adaptive, and closely aligned with teachers' classroom realities and learners' needs.
3. Strengthen teacher motivation through a range of incentives (not only financial incentives) to keep them motivated/improve motivation.
4. Systematically document effective teaching practices and translate lessons learned into knowledge products, research publications, and practical guidance for policymakers and practitioners.

5. Strengthen the link between teacher professional development and improvements in teaching quality by establishing robust monitoring, evaluation, and learning systems.