The Global Literacy Professional Development Network:  
A Program of the International Reading Association

BACKGROUND: The Global Literacy Professional Development (GLPD) Network is a comprehensive literacy teacher training program that addresses the educational challenges facing developing countries today. It provides core instruction for primary teachers to improve the types of strategies they use with students, and engage students more actively in effective classroom instruction.

OBJECTIVES: The objectives of the GLPD Network are to
- design, implement, and support a high quality literacy teacher professional development network
- improve literacy teacher practices
- improve student literacy learning experiences
- improve literacy teacher performance at the end of a three-year implementation cycle
- employ face-to-face and virtual professional development and networking to enhance program success

PROGRAM BRIEF

IRA and cooperating partners are implementing a comprehensive literacy teacher professional development network in multiple countries – Bangladesh, Indonesia, Sierra Leone, and Sri Lanka - supported by face-to-face and virtual training and mentoring. Professional development is implemented through IRA’s country affiliate structure. Affiliate program plans are implemented by a local team, and supported by on-the-ground professional development in the IRA Diagnostic Teaching Model (DTM) and literacy leadership development. Implementation is also supported through virtual networking and coaching, through both the Nokia Education Delivery (NED) system and online networking, using social networking structures. NED provides customized and interactive mentoring and self-training support, and the online network provides customized and interactive mentoring for affiliate trainers and literacy leaders, to successfully implement a comprehensive literacy professional development plan – specific to each country’s implementation plan. Country project implementation takes place over three-year cycles, with unique approaches in each participating country, and within a common structure of goals, processes, and evaluation.

PROGRAM COMPONENTS

DTM Training: DTM training takes place in 3 modules of 5 days each. Training provides classroom teachers with core knowledge, skills, and tools to teach reading and writing at the primary level; including phonemic awareness, phonics, vocabulary development, reading comprehension, writing, and speaking. Teachers participate in three distinct five-day training sets, implementing what they have learned in between each training set. DTM training will be provided to affiliates in Year 1 only, after which in-country trainers will be responsible for training new cohorts of implementing teachers.

DTM Mentoring: As teachers implement DTM, they will be mentored in effective classroom implementation. Mentoring (virtual and face-to-face, depending upon the affiliate plans above) includes examining elements of effective practice, collaborating in lesson planning, reviewing student work products to determine instructional needs, and reviewing/discussing model practices for literacy instruction. Mentoring content and materials will be provided to affiliates and in-country trainers by IRA, with new materials and support being generated as implementation data suggests is necessary.

NED: Nokia Education Delivery system will be used in both countries to support ongoing mentoring and classroom implementation. Common virtual self-study modules will be provided by IRA during Year 1. In addition, IRA will develop and provide ongoing video and interactive content, based on the actual classroom practices that result from DTM implementation in participating countries. Use of NED will be flexible, and differentiated based on country plans, but will include basic self-study videos, video compilations of student work with audio voice-over, samples of in-country teacher practice with discussion board interaction, and other authentic field-based information that develops out of project implementation.
**Literacy Leadership Teams:** IRA and CTL are implementing a system of program monitoring and support through the development of affiliate Literacy Leadership Teams. Literacy Leadership Team training includes:

- building understanding of effective DTM practices
- development of local training and mentoring materials to support NED delivery
- data collection and reporting about DTM implementation and impact

**IMPLEMENTATION PARTNERS AND FUNDERS**

**International Reading Association** – IRA leads the projects, providing the DTM program, program trainers, and oversight of all projects

**Collaborative for Teaching and Learning** – CTL provides leadership training, local site monitoring, virtual mentoring, and coordination of professional development processes and materials

**Pearson Foundation** – Pearson Foundation co-funds projects in Bangladesh and Indonesia

**Nokia Corporation** – Nokia Corporation co-funds projects in Bangladesh and Indonesia, and provides the NED system for video content sharing

**Child Fund International** – Child Fund Intl works as a funding partner for the Sri Lanka project

**Catholic Relief Services** – CRS works as a funding partner for the Sierra Leone project